

GIRARD COLLEGE

PRESIDENT'S REPORT FOR 1932

Girard College, December 31, 1932.

Board of Directors of City Trusts,

GENTLEMEN:

In the present distraught state of the world, the rule enforced by all ship captains might well be adopted as a public policy. In times of peril the invariable practice of the sea is "children first." Quite generally, in seeking a constructive program in our present social emergency, it will be agreed that those responsible seem to have lost sight of this age-old rule. The world is seeking one who can point the way out of the present confusion, cross purposes, and indecision. And such a program must be concerned first with the proper education of children. The new generation clearly must furnish those fitted to lead and those trained to follow toward a new order. The needs of our time are greater than ever before for men and women prepared to play a team game.

Present conditions and tendencies are disheartening. In many ways those engaged in education seem to be beating the air, or toiling aimlessly in a treadmill. But we may be like those men in an Arctic expedition who trudged on in utter discouragement, seeming to make little or no headway, but who, when they took their bearing, found that they had approached nearer to their goal than they had dared to hope. A later investigation revealed that the ice on which they had been walking had itself moved and carried them toward their great objective. So may we hope that the forces that are moving in and through society are coming to higher and more solid ground, and that they carry successive generations nearer to the goal of a better life. The experiences of Alice and the

Red Queen are not without meaning. The Queen commanded Alice to run. Both the Queen and Alice put down their heads and ran with might and main; and although they ran very fast for a long time, they remained in the same place. Alice complained that they were not getting anywhere, that in her country when people ran they got somewhere. The Queen made the sage observation that in her country it took all the running one could do to keep in the same place. Likewise, it is necessary to revise our educational policies and to keep them fronting to the future if we would keep step with the changes which are going on about us.

Freshness and added zest come from new ways of doing old tasks. Even novelty lends a challenging interest. New textbooks on the same subject, a reversed order of treatment of some subjects, a change in teaching methods, and many other devices tend to freshen education and to make it what it should ever be—a vital process.

Stephen Girard repeatedly declared the ideal of his school to be an agency for social service. The most widely known passage in his Will, that in which the ban was imposed upon the admission of clergymen, was followed by the constructive statement, that he would have the boys taught "*the purest principles of morality*, so that, on their entrance into active life, they may, from inclination and habit, evince benevolence toward their fellow citizens. . . ." Girard elsewhere indicated his purpose that his school should contribute to the security of our institutions and an improved social order. In brief, these ideals are those of the great English schools about which Girard and his counselor, William J. Duane, must have known, namely, that education imposes an obligation to invest life for God and country. Whatever school training does or does not do, the one indispensable end it should serve is to make its boys gentlemen; and a gentleman in the highest sense of the word is one whose first rule of life is consideration for others. Stephen Girard thought of a gentleman's training as something which, would, as George Bernard Shaw has said, lead one to put more into the pool of life than he takes out of it.

The distinguished Headmaster of Eton College, who recently visited Philadelphia, declared that boys should be taught to care more for the institution in which they were educated than for themselves, adding that after such education they would be likely to show the same spirit in relation to the institutions of society. Eton College, perhaps more than any other of the boys' schools of England, has trained men for leadership in the church and the nation, and has implanted in them a quality of leadership which is born of the spirit of caring for an institution, and of standing ready to make sacrifices for its well-being.

Educational administrators and schoolmasters need to remind themselves that schools are not separated from life, but are a part of life itself. Probably the greatest contribution to the educational philosophy of the present generation has been made by John Dewey, in the simple principle that schools are an organic part of society—an activity through which the age in which they exist is expressing itself. Dr. Drury, of St. Paul's, likewise says that learning is a part of living—that we ought to free ourselves of the delusion that we are studying to get ready to live at some later time. Schools should live in the *now*, and if the schoolboy can connect his today's lesson with today, learning becomes at once a life process which gives school tasks new meaning. The educational program laid down by our Founder pointed to the need for this practical, revivifying form of education. His expressed desire was that boys should be taught "facts and things," not "words and signs."

That Girard College was established as an institution behind a stone wall has tended to make the place distinctive, and to develop its peculiar educational traditions. Advantages there are in the wall, but we should not blind our eyes to the truth that there are also serious disadvantages flowing from the same influence. An institution too much cut off from the society which lies beyond the wall,—a school failing to keep pace with the educational progress in the community of which it is a part, would shortly become encrusted in its own educa-

tional processes and lose the life-giving influences which of necessity must come from the forces which are outside of itself. How to preserve and nurture our own peculiar tradition, and at the same time to keep the invigorating life contacts with education in general, and with the society which education should serve, are problems not easy of solution.

Girard College now enters on the eighty-fifth year of its life. The celebration of the one hundredth anniversary of the death of the Founder, in January, 1932, was a reminder of the cumulative results of an educational foundation and an educational tradition. There are high values in the unbroken continuity of great institutions. Such schools as Winchester and Eton, in England, which go back to the fourteenth and fifteenth centuries, and Christ's Hospital, which Girard College resembles in so many particulars, dating from 1553, have these cumulative effects of great educational traditions. In some measure Girard College is developing a tradition. The noble and useful life of the Founder, the high purpose which he set for his foundation, the record of its Alumni, the accomplishment of the members of its staff, the honorable recognition which the institution and those connected with it have received, the venerable buildings, all are making their contribution to the Girard tradition.

Observations on public life and social tendencies during the past year encourage those interested in education. Repeatedly the President of the United States has called as counselors and advisers the graduates of our engineering, technical, and business schools, and not a few of those who are engaged in education. It is interesting to observe that the newly-elected President has also consulted professional educators. Education is coming to have a new recognition. Happily, schools themselves are recognizing the need for improved methods and a betterment of the service. President Butler has taken the advanced position that institutions which are not willing to learn the lessons of social needs and to adapt their instruction to the supplying of these are "doomed to die."

All education is habit formation, and those who have

good habits are best equipped for life. Right moral conduct, the enjoyment of culture, coöperation with one's fellows, taking the lead in good work are necessary as products of a proper system of training. Sound moral life is fundamental. Many of the unhappy incidents growing out of the past three and one-half years are the results of complete disregard of moral standards and social obligations. Too much of modern business has been predatory and entirely devoid of human sympathy. A form of training should be developed which will give the social point of view, and will lead men of affairs to an acceptance of the obligations resting upon them to make a contribution to social well-being.

Thomas Arnold urged "moral thoughtfulness" as the great aim of his system of training. In season and out he preached and practiced the moral ends and aims of the training at Rugby. He lost interest in the boys in whom he could not arouse moral enthusiasms, and to boys wanting in this quality Arnold gave short shrift. In the cultivation of these moral qualities, Thomas Arnold made the Rugby Chapel a tremendous force. The success of his method lay in his capacity to interest boys in the accomplishment of the high purposes which he set up. The method established by Arnold for his school was the realization of moral perfection through self-education.

Any school that aims to prepare boys for happy and useful living must provide them with opportunities to live happily and usefully while at school. The principal who said of his school that it was "a friendly place" furnished a criterion which all schools may well emulate. School life should be a friendly venture, not a cold, severe, drab experience. The school should radiate joy in living. It is our belief that the boys of Girard College do lead happy, wholesome lives. Particularly have the lives of our younger boys been brightened and made more tolerable through the establishment of the house system; the newer and more flexible methods of management for the boys of the Junior School and Good Friends contribute to the same ends. Again and again mothers who have left their boys

here with reservations and misgivings have rejoiced to learn that these young boys fit into the life at Girard, that they are happy from the first, and that when they are home for vacations many of them are eager to return.

Two great aims of education should be: training boys in their tastes, and giving them the capacity to be happy. A moment's thought will show that these two are inseparably joined, and that upon boys' tastes and standards will depend their ability to be happy. Normal and wholesome tastes in literature, painting and the graphic arts; enjoyment of the drama, and particularly of music; an interest in the out-of-doors, and a capacity to appreciate nature; skill in the playing of games,—all are a part of the equipment for joyous living. The regular and the special instruction, club activities, and the recreational interests of Girard College are seeking to realize these ends.

This education does bear fruit with Girard boys. Alumni return with enthusiastic expressions of endorsement, and not infrequently do we receive letters from old boys commenting on some incident or commending some teacher or officer to whose influence they look back with gratitude.

In general, we may say, as go the schools so goes America. The consciousness of this truth should be a challenge and an encouragement. We have a privilege, and with this privilege comes a corresponding obligation. The demands on such a school as Girard College become increasingly great.

A social experimenter once said that his experiment had not yet caught up with his ideals, adding that if his accomplishments had overtaken his ideals, it might be a tribute to the accomplishments, but it would be a sorry reflection on the ideals. We feel like adopting the sentiment that any remotely attainable aim for a school would be an unworthy goal.

THE STAFF

The President's report for 1931 chronicled the death of Miss A. Elizabeth Suplee early in January, 1932. In the month following, the Elementary Schools suffered a further loss in the death of their Supervising Principal, Mr. Harold

Barnes. Mr. Barnes was stricken while attending the meeting of the Department of Superintendence in Washington. He returned to Philadelphia, was operated on for acute appendicitis, and a few days later passed away.

Mr. Barnes had been in his position since September 1, 1911. He brought to Girard College a ripe experience in educational work first as a high school principal, and later as a superintendent of schools. To this had been added a thorough grounding in the methods of modern education. He was essentially progressive in his methods, and made a fine contribution to the improvement of education at Girard College. Of Mr. Barnes and his work, the Vice President writes as follows: "The death during the past year of Mr. Harold Barnes, who had served for over twenty years as Supervising Principal of Elementary Schools, has been deeply felt. To the constructive leadership of Mr. Barnes must, in no small degree, be attributed the improvement of these schools during this period until they now compare favorably with the best in any modern school system. Mr. Barnes never departed from the highest ideals in education, and with inspiring energy he led his associates to the same high standards. While a strict disciplinarian, he had a deep understanding of boy nature. Boys trusted in his fairness, and rarely attempted to be insincere or evasive in their contacts with him. Seldom indeed did any disciplinary situation, however complicated, fail to untangle under his kindly but persistent and searching investigation. Mr. Barnes was a talented reader, and he wrote both prose and poetry of unusual merit. No small number of the boys who came under his control and guidance testify to the fact that their appreciation of poetry and their fondness for reading good books were inspired by Mr. Barnes."

Among the lasting services rendered by Harold Barnes was the writing of a Girard Hymn, which has been set to music by Mr. Harry C. Banks, Jr., and is included in the Girard College *Book of Worship*. Mr. Barnes' qualities of loyalty and devotion made him a constructive force in the Girard organization. A significant evidence of his Girard spirit

was shown by his acceptance of an invitation to speak for the Washington Girard College Alumni Association during the meeting which he was in Washington to attend, and his sudden illness prevented him from keeping that engagement. The Washington Alumni later recorded appreciation of Mr. Barnes, and sincere sympathy with his family and the College in his having been called from earth.

For the position left vacant by Mr. Barnes' death, the College secured the services of Mr. E. Newbold Cooper, supervising principal of the schools of Riverton, New Jersey, and earlier in a similar position at Avondale, Chester County, Pennsylvania. Mr. Cooper, a graduate of Haverford College, has taken a master's degree in education at the University of Pennsylvania, and is well advanced to the completion of the requirements for the doctorate at Rutgers University. A Philadelphian, native born, a former student of the Friends Select School, and one who is identified with the best traditions of education of the Society of Friends, Mr. Cooper brings to the work here youth, personal enthusiasm, a fine educational equipment, and approved experience in similar lines of work.

With the death of Miss Suplee and Mr. Barnes, and the coming of Mr. Cooper, a further change was made in the elementary school organization by the discontinuance of the relieving teacher arrangement and the appointment of Miss Ethel A. Sipple as Assistant Supervisor in the Elementary Schools, extending her work into the Junior School in addition to continuing her as Assistant Supervisor of the Middle School. Instead of the position of Relieving Teacher and Assistant Supervisor in the Junior School, a new position of Remedial Teacher was added for that school, and the present organization and set-up consists of a Supervisor and an Assistant Supervisor of Elementary Schools, and Remedial Teachers for the Middle and Junior Schools respectively. This promises to work out to the greater good of the boys, and the arrangement has been effected at a considerable saving in the salary schedule.

The College suffered a further loss in the year under review through the death of George R. Strohm, for many years Teacher of Woodwork and Pattern Making in the Mechanical School. Mr. Strohm similarly came to the College on September 1, 1911. He had formerly been a teacher of woodworking in the public schools of Saratoga Springs, New York. In the summer of 1910, the President of the College visited the summer school at Cornell University, and found Mr. Strohm working at a bench in the woodworking division of that school. The swiftness and accuracy of his handling of tools, and the rare perfection of work which he turned out made him conspicuous among a goodly number with whom he was working, and a conference with him led to his later coming to Girard College. The Vice-President well says that Mr. Strohm was a born teacher; and that no poor or defective work ever received his approval. Inasmuch as all of the boys in the early high school years went through Mr. Strohm's woodworking shop, he was able to leave his impress on the high school, and to develop interest in handwork which resulted in boys' giving a great deal of voluntary time to that activity. As was true of Mr. Barnes, Mr. Strohm made a life contribution at Girard which has become a part of the institution.

An unprecedented number of teachers without positions has presented new opportunities to improve our instruction staff. City normal schools, schools of education, state normal colleges, and numerous other institutions of higher training have been turning out successive groups for whom an adequate number of positions are not available. In consequence, there is a large call for positions, and not a little of the time of the executives has been given to interviewing applicants and answering correspondence relating to possible positions. The situation in which many young people find themselves is pathetic. At great sacrifice to themselves and their families they have prepared for teaching, and now find that there are no opportunities even to make a beginning in their chosen vocation. The President of the College has felt that persons

in this situation are entitled to courteous and sympathetic attention in personal interviews and correspondence, and out of such interviews it is our hope that the teaching staff of the College has been and will be further improved.

The past year has reminded us again of the tendency for long terms at Girard College. On December 1, an employe completed fifty years of continuous employment, and terms of forty years become increasingly common. The establishment of a retiring arrangement and provision for group insurance benefits tend to permanence and continuity in the staff. The nature of the work here and the necessary intimacy of associations and relationships create a feeling of oneness that makes the work at Girard College an enduring satisfaction. Former employes who have retired keep up their interest, and to the end of their lives they feel, and we feel, that they belong in the Girard family. All this makes for morale, and tends to loyalties and devotions which are incalculably valuable in such a school as this.

CHANGES IN STAFF

RESIGNATIONS

MISS MARGARET D. MILLER, A.B., Teacher of English, High School	January 31
LOUIS C. OLMSTED, A.B., Relieving Housemaster.....	March 14
JOHN W. HOOT, A.B., A.M., Teacher of Economics, Post High School	June 30
MISS ANNETTE ENGELL, A.B., A.M., Teacher, Junior School...	August 31
EDWIN H. NEIL, B. S., Teacher of Mathematics, High School..	August 31
MISS MARY ORR, Governess.....	August 31
MISS DOROTHY H. WENGER, Teacher of English, Middle School.....	August 31
HARRY ENGLE, A. B., Housemaster.....	August 31
MISS E. AILEEN COTTINGHAM, Governess.....	December 31

DEATHS

MISS A. ELIZABETH SUPLEE, Relieving Teacher and Assistant Supervisor, Junior School.....	January 11
HAROLD BARNES, A. B., A. M., Supervising Principal, Elementary Schools	February 26
GEORGE RAYMOND STROHM, Instructor in Woodwork and Pattern Making.....	November 8

APPOINTMENTS

EMIL ZARELLA, A. B., Relieving Housemaster.....	January	1
THADDEUS WEGLARSKI, D. D. S., Assistant Dentist.....	January	4
MISS MARGARET K. HARVEY, A. B., Substitute Teacher of Mathematics, High School.....	February	1
MRS. MIRIAM Z. GROSS, A. B., Substitute Teacher of English, High School.....	February	1
MISS FLORENCE G. SINGLES, R. N., Nurse.....	February	15
BRUCE STALLARD, Substitute Relieving Housemaster.....	March	15
MISS LOUISE CONEY, Governess.....	May	1
SAMUEL R. SHIRLEY, B.S., Teacher of Arithmetic, Seventh Year	September	1
MISS M. ELIZABETH RUSH, A. B., A. M., Teacher of English, Seventh Year	September	1
E. NEWBOLD COOPER, B. S., A. M., Supervising Principal, Elementary Schools.....	September	1
CLARENCE G. SUMMERS, 3rd, Housemaster	September	1
MISS E. AILEEN COTTINGHAM, Governess.....	September	1
MISS MARGARET K. HARVEY, A. B., Teacher of Mathematics, High School.....	September	1
MISS RUTH E. WEAGLE, Teacher, Junior School.....	September	1
MISS ELIZABETH C. FORSYTH, Relieving and Coaching Teacher.....	September	1
WILLIAM MARTIN HENCH, A. B., A. M., Teacher of Economics, Post High School.....	September	1
CHARLES P. LOGG, B. B. A., Relieving Housemaster.....	September	1

TRANSFERS

MISS ETHEL A. SIPPLE, B. S., from Relieving Teacher and Assistant Supervisor, Middle School, to Assistant Supervisor, Elementary Schools.....	September	1
DAVID A. MCILHATTEN, A. B., from Acting Head of the Department of Mathematics, to Head of Department of Mathematics	September	1

HOUSEHOLD

Yearly the work of the Household Department grows in importance. The Superintendent well says in his annual report that the functions of this department are now much more extensive and complicated than would be implied by the characterization of its work as "caring for the boys out of school." While the department is responsible for the boys when they

are not in attendance on school, it discharges that responsibility by becoming an adjunct and ally of the more specific educational division of the work. Through helping boys in the preparation of their lessons, strengthening those who are failing, and coaching those who have failed, the household undergirds the school. Similarly, the officers who are in personal contact with the boys in their houses must support and strengthen the health work of the institution. Moral education, Sunday Chapel services, reading, social contacts, club meetings, cultivation of hobbies, lectures and entertainments, moving picture entertainments, visiting outside the College, letters home, and many other activities of our boys all fall to the supervision of the Household. An ideal for the Household Department was expressed by Dr. Thomas C. Blaisdell, of one of the Pennsylvania State Teachers Colleges, in his definition of education as follows:

“Education is gleaned from men and books and laboratories, from field and forest and whispering wind; but it is more;

“It is learning promptness and thoughtfulness, kindness and helpfulness, and every form of purity;

“It is knowing that nothing but service brings worthy living, that selfishness means sin, that courage lies in being right.

“It is the mastering of mind and spirit, appetite and passion, thought and word and glance;

“Education is the implanting of good habits, the acquirement of efficiency, the development of twenty-four carat character.”

The personnel of the Household Department has changed less in the past year than in several years immediately preceding. The scarcity of positions for teachers, mentioned above, has given unusual opportunities to staff the Household work with those who have had professional training and practical experience.

The newer conception of education makes the process vastly more than the mastering of certain assigned lessons in textbooks. Education, rightly conceived, extends to all of the interests and activities of life. It has a physical basis, moral and social qualities, requisite skills for doing the work of the world, and a capacity to play a team game. All of these are over and above mere book learning or the acquiring of information.

In an address to the students soon after he became President of Bowdoin William DeWitt Hyde said: "Improve to the utmost your opportunities. Your time is precious; make the most of it. Be diligent and thorough. Hard study and close application are your immediate, imperative duty. Prepare to go hence masters of minds well trained and stored with knowledgs. But do not forget that you are more than your intellect, that character is more than learning, conduct more than science, righteousness more than information."

In a recent book compiled by William Strong entitled, *What I Owe To My Father*, Harry Emerson Fosdick pays the following tribute to his father, ~~who was a~~ (schoolmaster): "This love of independence my father carried over into his school. He distrusted rules. He refused to govern by prohibitions. That every boy was to be a gentleman and every girl a lady was a summary I once heard him make of the only rule he wanted in his school. To be sure, when some unappreciative and fractious youth tried to take advantage of his trust, impose on him, and ride him, my father could create on call a thunderstorm of indignation that was positively terrifying. Once was enough for any student or any son of his to face that outburst. Few ever ventured it a second time. But the efficiency of his indignation lay in the very fact that he was tirelessly working to make boys and girls independent of rules, with their conduct inwardly determined, not outwardly imposed, and, knowing that, they knew that they were on their honor to play fair."

Probably the most significant single development in the life at Girard College during the past year has been a further

working out of the house system which was begun some six years ago. This system has been given its fullest application with the younger boys in the six houses at the west end of the grounds. Through these houses boys are inducted into Girard College, and through this system there is the bridging over of the great chasm which formerly seemed to separate life in the College from life in the homes where boys had earlier lived. The beginnings which are made in the house group are carried forward in a modified form into the Junior School, and up through the intermediate branches of the work until boys reach the high school grade, when they are again assigned to a distinctive house in which they reside during their remaining years in the College. The boys who have thus far been in the upper houses are not a fair test of the house system as it ultimately will work out in Girard College, because they have not been through the house group, and the modified house arrangements of the Junior School.

Similar developments to those going on in Girard College are being carried forward in numerous other American institutions. The adoption of the house unit of organization by both Harvard and Yale, and the Harkness endowment of the house system at Phillips Exeter, are efforts in the direction of adapting the English house arrangement to the colleges and schools of America. *The Manchester Guardian* characterized the Yale experiment as "'Oxfordizing' Yale." No trend in the life of college and school students in recent years has attracted more attention or has been looked upon as likely to make a more significant contribution than is this introduction of the house plan of caring for boys.

One great advantage of the house system is the opportunity it gives for social intercourse. This statement applies to the relations of boys with each other, the relations and contacts of boys of varying ages and of different classes, and particularly to the contacts among masters, tutors, and boys.

The tendency of the old school was to divide teachers and boys into two hostile camps. A *London Times* leader article on teachers fifty years ago was pat to the then prevalent concep-

tion of relations between boys and their masters. " 'Between schoolmasters and schoolboys,' wrote an earnest young teacher fifty years ago, 'there is fixed an unfathomable gulf, and to talk of bridging it over by taking some of the leading boys into your confidence, or by joining in their games, is absolutely rubbish.' A headmaster, recently recalling his own schooldays, confirmed emphatically the idea of the unfathomable gulf; 'our masters,' he said, 'were so portentous that it never occurred to us that we could even resemble them when we grew up, much less become schoolmasters ourselves. These were men of another race, almost of another planet.' "

In general, boys are in danger of developing a bravado and a spirit of hostility toward authority. Arthur Benson, who had a large experience in working with boys, and a keen insight in understanding them, made the observation that in public and in official relationships boys strive to show their worst side, and are ashamed if they are regarded as interested in the finer things of life, or show themselves to be tender-hearted. "They are," he said, "afraid to seem better than they are, and pleased to appear worse than they are." The bringing of officers, boys, and teachers into intimate personal relationship will go far toward breaking down these walls of separation.

For years Girard College has been reiterating the principle that the way to make boys gentlemen is to treat them as gentlemen. President Sills, of Bowdoin, set as one of the elements in a college education, "To learn manners from students who are gentlemen and gentlewomen." Older boys learn from teachers and officers, and the younger boys in turn, particularly under the house system, learn from older boys.

Of the relations between older and younger boys at Girard the Superintendent of Household reports as follows: "The directive power of the boys of the Upper Classes over their house fellows varies considerably from year to year. If a long period be taken into account, it is evident they become more helpful every year in the affairs of the houses. The classes last year took a greater interest in their duties as heads of

tables in the dining rooms, there was better order and a fairer distribution of food. They took over more of the details of housekeeping and house management, and served helpfully on House and Conference Committees."

Repeatedly, favorable comment is made on the conduct of our boys while they are visiting outside of the institution, particularly on their table manners. A few years ago, when an Alumnus of the College was speaking at our Founder's Day exercises and carrying himself with dignity and fine bearing, an observer who was present remarked that although Girard College had the commission of training underprivileged boys, it did train them so that they had "the bearing and graces of gentlemen." As scholars can best be trained by associating with teachers of scholastic gifts, so the qualities of gentlemanliness can be most successfully inculcated through contact with those who are in the best sense of the word ladies and gentlemen.

The use of older boys to teach the younger, and the effect of their example have been fully demonstrated in the English public schools. The reform introduced into English education a century ago by Dr. Arnold looked to the upper class in the school as the ally and support of the headmaster. Arnold used to say that he had no reservation as to the success of any new project which his sixth form was squarely back of. Boys are imitators, and in their thinking and in their conduct they follow their elders, so that we may say that manners both of speech and of conduct are "not so much taught as they are caught." Policies which have the sentiment of the school in support of them may be undertaken with every reasonable expectation of success. Our experience over the years shows that boys are reasonable beings, and when they are treated as such they do cooperate and contribute to the best interests of the place in which they live.

Early in January, 1933, the two senior classes of the College were taken to Washington for a three day visit. With more than one hundred boys on such a field trip there is the extreme test of self-control. Fifteen or twenty years ago these

trips were somewhat of an ordeal for those who were in charge, but increasingly the boys have favorably met the conditions under which the trips are taken. One of the attendants on the late trip made report that in an interval of years between his first and second participation in trips of this sort, he found a marked improvement in the conduct and attitude of our boys, and that he returned from the recent trip with a feeling that the product of the College in 1933 was superior in every respect to that which represented the College a few years ago. After the recent return of our boys, there came back unsolicited commendation from a guest in the hotel where they stopped, who stated that he had observed many such groups on visits to Washington, but there was not, in his opinion, any group the good conduct of which approached that of Girard College boys. He added that this was not his own observation alone, but that of other guests who remarked on the fine bearing of our boys. The same observation was made by the hotel management, which is in the business of catering to parties from numerous schools, both public and private.

The Household Department supports and strengthens the work of the schools. As an educational force it is correlative and incidental, but its influence is far-reaching, and its contribution in the life training of Girard boys second to no other department. The work of this department during the past year has been marked by a creditable advance on that of the years preceding.

PLAYGROUNDS AND RECREATION

Physical vigor and sound health are desirable for economic achievement, intellectual life, and comfortable existence, but health is dependent on conduct, and conduct in turn upon knowledge and beliefs; therefore people cannot be built up in their physical health against their own wills. Recreational training rests back upon character training, and a sense of the values of physical education, rather than upon any skill in games or technical conformity to standards. In other words, physical well-being can only be realized through a rational system of education.

The year under review, probably more than any other year in the history of America, has been concerned with the problems of leisure. The shortened working day, the lessening of the working week by one day at least, "staggered" work programs under which employes are given work but half time, the parceling out of limited amounts of work to a larger number of operatives than are required, and the general lack of opportunity which has resulted in ten millions or more wage earners in the United States being unemployed, all have brought increasingly to thoughtful people the problems of leisure.

Up to the immediate past, and in some measure even in the present, there has been and is a large acceptance of Thomas Carlyle's gospel of work, but at present our problem is a new gospel of leisure, and how to fill in the free time of life and to make this time a means of well-being. The increased use of machines, with the speeding up of the productive process, has made it possible for the economic needs of the world to be supplied in a shortened day and week. If it could be established that remunerative employment would be available for this shortened time the world would feel more comfortable in the thought of its economic future. Clearly education must train for a sane use of the increased free time which the workers of the world are sure to have.

The Good Book says "As a man thinketh in his heart, so is he." Another expression of the same truth is that "as a man thinketh in his heart, so will he govern his conduct." A man of discernment said, "Tell me how a man spends his Sunday, and I will tell you what kind of a man he is." The fault with much recreation is that it leaves the one who engages in it worse rather than better for his having been thus engaged. Recreation in schools should be devised for the important end of interesting and building up boys, but along with this should be the more distant view which relates this education to later life interests. In consequence of this, any well-balanced scheme of training must give a large place to training for leisure. Competitive games and sports in the open air, and a

wholesome use of free time from choice are necessary objectives in a sound educational program. Dr. Jacks well says in his late interesting book, "All of us might enjoy our leisure far more than we do if we had been better educated."

Forty years ago, Dr. Henry Coit, of St. Paul's School, wrote, "I hope they will one day demonstrate that one can be a good athlete, and a thorough gentleman, a faithful and successful student, and a true unswerving Christian all in one." Dr. Coit's present successor at St. Paul's would make this quadrilateral the foundation of the school. A few boys will be called to mind who have fulfilled Dr. Coit's four-fold requirement. Let us hope that increasingly our schools will produce those who measure up to this ideal.

Dr. Jack cites observations in a great factory in one of England's northern cities where hundreds of young women were going about their work with ease, dexterity, and cheerfulness, and when he remarked on this to the manager, he was told that the factory had a school of physical culture, and that in evening classes the girls were taught to walk. This training led to the demand for other forms of education for leisure, such as training for dancing and singing. In the same connection is presented a review of an exhibition of physical culture in Italy, in which ten thousand young people from all parts of the country were brought together for an exhibition of physical education, which was characterized as "the dawn of a new era in education." This is the kind of training of which Henry Van Dyke wrote:

"...let not wisdom scorn
The hours of pleasure in the playing fields:
There also strength is born,
And every manly game a virtue yields.
Fairness and self-control,
Good-humor, pluck, and patience in the race,
Will make a lad heart-whole
To win with honour, lose without disgrace."

The Supervisor of Playgrounds and Recreation sets down three main objectives: First, is the physical examination of every boy to determine his condition, and the prescribing of corrective, and health measures, which will improve and promote his physical efficiency; second, the development of skills in games, physical habits, and recreation attitudes and resources which may readily be called into use in play, and will create social desires and promote and preserve health through athletic games after the boys leave the school; and third, the emphasis and development of traits and attitudes in play which will develop character and influence life purposes.

Competitive athletic games are begun with Girard College boys of the younger age, particularly in the playing of baseball and soccer football. The plan of playground assignment groups boys by ages, and those having fairly uniform development in sports. Playground teachers and Housemaster supervisors come into contact with the young boys and stimulate their play instinct. To the sports mentioned above are added basketball, hockey, track athletics, and swimming, and such minor sports as volley ball and medicine ball. The general games on the playgrounds for the younger boys lead naturally to house games and school competition for boys of the high school age. The interest in interhouse athletics has continued unabated. Each of the four upper houses is represented by two teams in baseball, basketball, soccer, volley ball, track, swimming, tennis, hockey, and gymnastics, and has in addition posture contests. In addition to these organized teams, the twenty youngest boys in each house are organized as a junior group, and have limited schedules in certain branches of sport. These latter teams are termed "midgets" or "juniors."

The competition of house teams has created more interest than has any other athletic activity. A series of cups are competed for each year, which with competitive drill of military companies have given abundant opportunity for zest in sports. Bordeaux Hall won during the past autumn for

the third consecutive time the President's cup in the house soccer competition, and this fine cup now becomes a permanent trophy of that Hall. A new cup will be furnished to be competed for in the next soccer season.

Numerous outside athletic contests are engaged in each year with such private day and boarding schools as William Penn Charter, George School, Germantown Academy, The Hill School, Lawrenceville, St. Joseph's Preparatory, Westtown, Williamson, Pennsylvania Institution for the Deaf, the Philadelphia Normal, Wenonah Military, the West Chester State Teachers' College, and the soccer squads of some of the higher institutions in and about Philadelphia. During the past year the College team engaged in seven games of soccer, and won all of these. Twelve inter-school games of baseball were played, of which Girard won nine and lost three; in swimming meets seven were won and two were lost; in basketball, eight games were won and four were lost; and in track meets four were won and three were lost. The totals show thirty-five athletic competitions won to twelve lost. If one were to comment on this record, it shows too large a list of winnings. There is as much discipline in losing an athletic competition, and showing the part of a gentleman in losing, as in winning. Particularly in the game of soccer the Girard teams have not had enough of the discipline of losing.

The problem of picture exhibitions is ever with us. The securing of suitable pictures has been more difficult as we changed from the old time motion picture to the modern sound on film type. Evidently some advance is being made in educational motion pictures and as big producing concerns go into this line, it is hoped that we shall find ways to change the plan of furnishing motion pictures for recreation alone, as is the practice in exhibiting motion pictures in the community generally.

The difficulty in finding suitable pictures for the boys of the Junior School and House Group age has led to other forms of entertainment for these boys. The Senior Housemaster in charge of these younger boys has found a very strong desire

to dramatize. Dressing up and the staging of a play is to these boys a more enjoyable experience than is going to see a motion picture in the school auditorium. The teachers of the school have lent aid to the plan of having the younger boys supply their own entertainments.

The first of six rules laid down by the Journal of the National Educational Association for picture shows is that no motion picture should be shown to children under ten years of age. The other suggestions of the same magazine are quite in keeping with our practice in Girard College, namely, that the pictures shall be carefully selected and free from objectionable themes, that there shall not be more than one moving picture exhibition per week (with us there is rarely more than one picture exhibition in two weeks), that these exhibitions shall not be given on school nights, that more educational films shall be shown in schools and churches, and that parents or elders go with children whenever that is possible.

Numerous forms of recreation other than games and pictures are developed at Girard College. The interest in hobbies, the following of some special line of investigation or of creative reading in the Library, if it be only on such a matter as stamp or coin collections, the development of an interest in amateur photography, the building and installation of radio sets, the making of furniture, and other forms of woodwork in improvised shops, and many other activities fill up the free time of boys and furnish them wholesome and helpful interests for their recreation.

Among the wholesome interests of boys of a suitable age during the past year has been the Boy Scout organization. Two troops of scouts have been maintained, and the desire of boys about thirteen to fifteen years of age to organize and coöperate in groups has been gratified by this activity. The Boy Scout organization long since demonstrated its worth as an educational agency, and our boys have taken to scouting quite as the traditional duck takes to water. In all, the Scout organizations have twenty of the tenderfoot grade, thirty-five

second class Scouts, sixteen first class Scouts, and one star Scout.

In its manifold activities, the Playgrounds and Recreation staff has served a highly useful purpose in interesting boys during the past year, and in directing their energies into lines which we believe will prove helpful in their future lives. What is being done in this direction is a contribution to a wholesome, helpful living and working in the daily activities here; it is also getting them ready to live more wholesome and happy lives after they go out from Girard College.

LECTURES AND ENTERTAINMENTS—1932

Friday, January 8:

Entertainment—

Magic, Mystery, and Impersonations
Laurant and Company

Friday, January 22:

Lecture—

"The Songs You Forgot to Remember"
Dr. Sigmund Spaeth

Friday, February 5:

Concert—

"The Philadelphia Musical Ensemble"
Students from the Curtis Institute of Music

Friday, February 19:

Entertainment—

"Character Studies from Great Operas"
Sidney Landon

Friday, March 4:

Recital—

"Poldekin, The Man Who Found America"
Mrs. Miriam Lee Earley Lippincott

Friday, March 18:

Concert—

Savoy Opera Company
Quartet and Miss Gertrude Haring, Monologist
and Impersonator

Friday, April 1:

Concert—

Charles Gusikoff, Trombone

Walter Ernst, Baritone

William Silvano Thunder, Piano

Friday, April 15:

Lecture—

"Famous English Schools"

H. J. C. Mackarness

Friday, October 14:

Illustrated Lecture—

"East of Suez"

Mr. H. C. Ostrander

Monday, October 31:

Entertainment—

Ventriloquism, Monologs, Music, and Humor

Friday, November 18:

Bird Song Recital, Illustrated—

Mr. Edward Avis

Friday, December 2:

Original Declamation Contest—

Members of the Senior Classes of Girard College

Friday, December 16:

Christmas Concert—

Musical Organizations of Girard College

Saturday, December 24:

Entertainment—Play—

"In The Light of the Star"

Pupils of the Emilie Krider Norris School of Expression and Stage Art

SUMMER CAMP

For the fourth summer, Girard College boys occupied the Pocono camp site in Monroe and Pike Counties. The enlargements of the preceding summer, and certain new adaptations brought the capacity of the camp up to a maximum of two hundred boys, with the necessary caretakers and staff.

The camp has proved a veritable boon to the boys who are left at the College for the summer. Due to the business depression the numbers remaining here during the summer of 1932 were considerably in excess of the normal summer population. With a capacity for two hundred boys, it was not possible to accommodate the numbers eligible in three relays at the camp, so that the necessity was presented of increasing the number of groups, thus shortening the time each group spent at the camp.

Important changes were introduced in the camp arrangement this year, including the fencing of the playing field, which is a part of the camp equipment, with an ornamental cedar rail fence, which gave adequate protection against stray animals of the mountain farmers which hitherto have used this field as a pasture. Some five hundred trees and shrubs of diversified variety were placed about the buildings and the grounds, giving a much more attractive appearance to the camp setting. Repairs to the dam during the preceding autumn further conserved the water supply, and the lake kept a higher level in 1932 than it has done in any of the preceding summers since the College took over the property.

In addition to games, boys were taken on hikes—one of these for each group being for overnight—and were inducted into woodcraft, and interested in the improvement of the camp property and the region round-about. An opportunity to rough it, and to live an out-of-door life in contact with nature, is one of the great advantages of an arrangement of this sort, and we feel that the summer camp has made a helpful addition to the Girard College equipment.

The health record of the camp during the last summer was highly satisfactory. The District Inspector of the Pennsylvania Department of Health made the usual examinations of the sanitation, the water supply, sewage, garbage and rubbish disposal, drainage, bathing facilities, and housing, and found all to be satisfactory and operating successfully. The policy was followed during the past summer of having most of the supplies furnished by local vendors. It did prove advantageous

to secure ice cream from our regular vendor in Philadelphia, but in general the food supplies in the locality were satisfactory both as to quality and cost.

An important contribution to the summer camp work has been the excellent service given by the medical officer and the group of counselors. For the past three summers the practice has been followed of engaging as junior counselors graduates of Girard College who are in attendance on colleges and universities, and this policy again proved desirable.

An event of the 1932 camp was the visit of the Board of Directors in July, at which time the monthly meeting of the Board was held at the camp site. Several members of the Board saw the camp in operation for the first time, and in general there were expressions of appreciation of the location, the equipment, and the work.

The developments of the summer camp project have been so favorable that we may well question in our own minds how we got along without this facility, and what a backward step it would be if the camp were now discontinued. The only comment by the boys concerning the camp is that the residence there is for too short a time. The ideal plan would be to have camp facilities adequate to provide for all of the boys who are in residence in the College during the summer. This would make possible the closing of the work at the College site in Philadelphia and a summer of residence in the Poconos, in contact with nature. Such a summer would give a new point of view for the rest of the school year.

CAMP STAFF

Superintendent of Camp.....	Archibald Ralston
Camp Physician.....	Andrew M. Gehret, M. D.

COUNSELORS

George P. Brayerton
Raymond L. Burkley
John P. Dunlevy
Lawson S. Earl
Selwyn Edwards
Walter C. French
Michael B. Groff
Herbert W. Horner

John B. Kirkpatrick
Robert A. Livingston
Francis Logan
Russell Maloney
Alford G. Otto
Simon L. Polin
Glen M. Weakley
Carl Zoerner

CHAPEL

Old world cities and towns seem to have grown up about cathedrals or abbeys. In the Province of Quebec the same domination of the towns by the cathedrals and churches is generally to be observed. In contrast, the American practice has given the dominance to educational institutions. College and other school buildings stand out in our American towns and cities, particularly in the middle west and the far west. Even small communities, obviously of no great wealth, have erected imposing school buildings. An interesting relationship of these two facts is also to be observed. In the colleges and schools the house of worship is often given a dominant place. College and school chapels are found in many institutions to be the most beautiful and impressive of the buildings.

Harvard College has recently erected a new chapel, which is called a university church. Yale has also given a permanent and distinctive place to its house of worship. The same is true of Princeton, Duke University, the University of Chicago, Phillips Andover, Mercersburg Academy, and many other institutions. The University of Pennsylvania in 1932 appointed an official Chaplain. The declared purpose of the administration of the University is to recognize religion and to give it a place in the life and activities of the institution. The recently inaugurated President of Rutgers University expressed the belief that the university chapel, wherever located, should be a "vibrant influence" in the spiritual life of the campus, and should make its contribution to the development of the individual. Quite aside from creed or doctrine, this president felt that no man or woman is truly educated who does not understand and grasp spiritual values. President Clothier added, "I believe in a university chapel as the center from which this attitude of life spreads to classroom and dormitory, to fraternity house, to athletic field."

The conception of religion in education which is exemplified in the institutions mentioned above is that religion is a working attitude towards life. It is based on the relations of

human lives and the Divine, and under the influence of this relationship is to be worked out the new and vital contacts which a life has with other human lives. As a late English headmaster has said, "The religious life of a school would make the boy aware of the world, but would see the world dominated by the person and presence of the Supreme Being." If this ideal be accepted, the most important result from an educational system will be to create a correct conception of God as the Supreme influence in the world.

For a third of a century now a conception of education has grown steadily that schools are not merely mental gymnasiums, where pupils are being trained for life, but that they are a part of life itself, where the conditions and activities of society find expression. If this be true—and its truth seems to gain increasing recognition—than character training in schools becomes increasingly necessary. Intellectual abilities uncontrolled by character, are a dangerous weapon to the one who possesses them, and they may prove a social menace. To the ability to think straight, there must be added the qualities of feeling straight, and of turning clear thinking to good uses.

The Chapel has ever had a foremost place in Girard College. Perhaps the early attempts to break the Girard Will on the contention that the aims of the Will were to establish an irreligious, if not an anti-religious institution, have had a tendency to make those managing the College especially watchful that the religious interests should receive due emphasis. In any event, with the opening of the College a Chapel was established in the southwest corner of the first floor of Founder's Hall. Here for thirty years the boys of the College met regularly for worship and religious education. It probably would have been difficult to find in their generation two laymen better equipped to build a Chapel service and develop the interests which the Chapel represented than were Judge Joel Jones and Dr. William H. Allen who served in turn as Presidents of Girard College. Joel Jones was a distinguished Hebrew and Greek scholar, a close student of the Bible, and

an author of treatises growing out of his study of the Bible. He was followed by William H. Allen, earlier a professor in Dickinson College and a distinguished layman of the Methodist Episcopal Church. Dr. Allen had notable gifts for the conduct of the Chapel service, and, as did Thomas Arnold with the boys of Rugby, Dr. Allen left a deep impression on the minds and hearts of the Girard boys who came under his influence.

In 1877, when Building Number Seven was opened, the population of the College was increased from five hundred to eight hundred boys, and the Chapel in the Founder's Hall proved too small. Recommendations earlier made for the erection of a new Chapel were then renewed. A Chapel was begun in 1877 and finished in 1878. This Gothic Chapel, with some minor modifications, continued until 1931, when it was demolished to make space for a new building. The seating capacity of the Chapel of 1878 was sixteen hundred, which from 1890 on barely made provision for the boys in the College, and the caretakers, attendants, and visitors who accompanied them.

The program of enlargement on which the College entered in 1925 resulted in an increase in the number of boys in the College by approximately two hundred in 1931, and with a contemplated increase of two hundred more at a later date, the Chapel again proved insufficient as a place of assembly for the whole College. The program of enlargement contemplated either an enlargement of the old Chapel, or the erection of a new one. The architect of the College and the engineering and construction concern having charge of the work in the enlargement program felt that it was preferable to demolish the old Chapel and erect a new one on the same site. This demolition was begun immediately following Founder's Day in 1931, and the present indications are that the new Chapel which has taken its place will be called into use in March of the forthcoming year.

One important decision in the erection of the new Chapel was to use Indiana limestone instead of marble. Bids were

taken for the erection of the building out of either marble or limestone, and it was found that the limestone was approximately \$300,000 less costly. The judgment of the architects,—not only the firm which won the competition, but of several others who engaged in it—was that light texture Indiana limestone would match the other buildings of the College, and that there would be a warmth and a desirable architectural result from the use of limestone which would not be secured if the building were erected of marble. The decision in favor of limestone has worked out well, and from every side come expressions of commendation. The architects selected have had experience in designing churches, chapels, and other buildings for religious work. In the perfecting of plans, they have shown ingenuity, resourcefulness, originality and a willingness to adapt means to end, which have made work with them a pleasure, and produced a building of the highest character. The new Chapel will seat comfortably twenty-four hundred. Its adaptation to the space it occupies, and its conformity to the architecture of the other buildings of the College give a pleasing effect. In its exterior the building looks like a chapel; it indicates from its first impression as also from the later examination of its interior arrangements that it is a house of worship. The decorative effects of the interior are highly pleasing. The fan-shaped type of auditorium, with complete freedom from obstructions, arches; or posts of any sort, has furnished a highly usable room. The placing of the organ in the loft has saved space on the main floor, and has made a compact and attractive assembly room. A system of amplification and broadcast for the speaking desk, the choir, and the organ gives promise of excellent results. Acoustical engineers have said that the conditions for hearing in our Chapel are about seventy percent ideal, while the average auditorium is held to be only about thirty percent ideal.

The Chapel organ is of Skinner manufacture, and has more than a hundred stops. A four-manual operation has been devised, and the comment of the manufacturers is

that this is one of the most modern and complete organs which has ever been erected.

In connection with the amplification in the Chapel, a broadcast system will be introduced with outlets on Lafayette Hall, the east side of Founder's Hall, and the southwest corner of the House Group at the west end of the grounds. By the mechanism installed, it will be possible to give from these points a broadcast of organ music, the singing of the choir, speaking from the desk on the Chapel platform, and phonograph records which may be played in the control room of the Chapel. If desired, the exercises of Founder's Day and programs of other important occasions may be broadcast at the points named, and no doubt a connection can readily be established with an outside broadcast system, by which a more general hook-up of our broadcast will be possible.

The reproduction of a carillon of bells will be broadcast in connection with which will be the striking of the quarter hours and the hours, and the furnishing of a rising bell in the morning and the call for assemblies for Chapel services both weekdays and Sundays, and other special signals which may be desired. This carillon is reproduced from one of the largest systems of bells in the world, and the results from this plan are looked to with great expectations. The striking of the quarter hours and the hours is arranged to be either by the notation of the Westminster or the Parsifal chimes. An arrangement is effected by which, if it is thought desirable, an interchange can be made from Westminster chimes to Parsifal chimes, and back again at weekly intervals. This interchange ought to emphasize the musical features of the chimes, and to make their use more pleasing.

The Chapel is a spiritual force in the lives of boys who are in residence here for seven or more years. Many of them go to churches outside, and not a few connect themselves with churches while they are in the College, as a small number have similarly been received into church membership before being admitted. A long existing practice is followed in con-

formity with which boys may receive the instruction of their churches while they are in residence in the College. When boys are received, a careful record is made of the religious affiliations and interests of their mothers, guardians, or next of friend, and due regard is given to these facts in the boys' church instruction. A considerable number of boys are excused, on the written request of their mothers, to receive the teachings of their church at times when this does not interfere with the fixed appointments of the College. Nothing in the services of the College, or in the practice of the institution, is ever permitted to reflect in any way upon the religious beliefs or church relationships of the boys, and in general the practice is in conformity with the American ideal of granting freedom of religious belief and practice.

The teachings of the College do not go beyond the provisions of the Girard Will—a presentation of religion in its broader aspects, but without ecclesiastical or denominational application. Any attempt to recognize and serve the varying groups represented in the College would lead to almost endless confusion and embarrassment. The prohibition against ecclesiasticism in the Girard Will has not precluded religious education and joint worship. It has saved the College from much difficulty which would have attended attempts to recognize and give place to separate and diversified church interests.

In the unanimous opinion on the Girard Will case, written by Mr. Justice Story for the Supreme Court of the United States, the objection to the College because of the lack of religious teaching was dealt with in detail. In brief, the opinion stated that the argument against the Will assumed that Christianity was not to be taught because the instructors were not to be ecclesiastics, which assumption it was held was not necessary or legitimate. In this connection the query was raised as to why laymen might not instruct in the general principles of Christianity as well as ecclesiastics. It was also pointed out that there was in the Will no restriction as to the religious opinions of the instructors and officers, and the conclusion of

the whole matter as stated by the court was that there was nothing in the plan for the establishment of the College, or in the regulations and restrictions contained in the Girard Will that was inconsistent with religion, or in any way opposed to any known policy of the Commonwealth of Pennsylvania. A premise of this decision was that religious education might be given by laymen. A leading argument in the defense of the Will, was that many laymen are by learning and piety amply qualified to exercise the office of religious teachers of youth.

The implications of the Supreme Court decision have fairly been realized in the development of the Girard College scheme. The officers and teachers of the institution have been men and women well grounded in religious beliefs, and the Supreme Book of religious teaching has had a foremost place in the work of Girard College. Not only this, but members of the board of control and prominent citizens in Philadelphia and outside have felt a special obligation to give sound religious education to Girard College boys. Judges, lawyers, physicians, business men, educators, and social workers have given freely of themselves in the Girard College Chapel services. A staff of lay preachers has been built up over the years, which compares favorably with any similar list of speakers in any other institution. The fact that these men are laymen, and that they come to speak out of their practical experience and because of their interest in the boys gives their messages a strong appeal. In recent years the practice has grown of making a larger use of the officers and teachers of the College for Chapel service. The graduates of the institution have also been called on increasingly, and a third new group is made up of the headmasters and principals of boys' schools in various parts of the country. In the latter class have been the heads of Phillips Andover, Phillips Exeter, Peddie School, the Haverford School, George School, Penn Charter, the Germantown Friends School, the Central and Frankford High Schools in Philadelphia, the Lower Merion Township High School, and numerous others.

The Girard boys are interested in their Chapel services, and they prove appreciative listeners to those who come with real life messages. Religion, as it is expressed in the Girard College Chapel, is not any formal statement of doctrine, or any theory of life, or of life's relationships. It is what Dr. T. De-Witt Cuyler once said his City of Brooklyn most needed—viz. practical religion, or "sermons in shoe leather."

A further word should be said on the influence of the Chapel at Girard College. Very generally the boys who are educated here go into their churches after they leave, and many of them are active in religious work as teachers, superintendents of Sunday Schools, and officers of their churches. Quite a number of Girard College boys have led useful lives in the Christian ministry. Two or three years ago three fine young graduates were ordained to the Christian ministry in one year. Of the religious teaching at Girard College, we may well say, "By their fruits ye shall know them."

The old Chapel, which had become a tradition dear to the hearts of the Alumni, and to those of us who are working in the institution, had become too small for the assembly of the enlarged institution. In its appointments it was not a comfortable building in which to worship; it was ill ventilated; in its external appearance it was out of harmony with the buildings in the midst of which it was placed. Regretful as we were to see this building demolished, we believe that the new structure which has risen on its site marks a further step in the progress of Girard College. As the old Chapel made its contribution in its generation, so we feel the new Chapel will inspire to higher ideals and nobler purposes, and that the generations of Girard College boys which are to follow will find in this building a means of understanding the great truths which are basal to all creeds—the relations between the Supreme Being and His creation. This understanding will enrich and deepen human life, and will serve as a guide to that higher life which is sought of all men.

CHAPEL SPEAKERS, 1932

- January 3—Dr. Cheesman A. Herrick, President, Girard College.
10—Mr. Frank Schoble, Jr., Business Man, Philadelphia, Pa.
17—Mr. Richmond P. Miller, Teacher, George School, George School, Pa.
24—Dr. John A. Lester, Director, Department of Guidance, The Hill School, Pottstown, Pa.
31—Mr. Russell Callow, Head Rowing Coach, University of Pennsylvania, Philadelphia, Pa.
- February 7—Dr. Louis Heiland, Secretary, Board of Directors of City Trusts, Philadelphia, Pa.
14—Lieutenant Colonel Vincent A. Carroll, Attorney, Philadelphia.
21—Mrs. Fadra Holmes Wilson, Department of Education, State Teachers' College, California, Pa.
28—Mr. Henry F. Schwarz, Business Man, Philadelphia, Alumnus, Girard College.
- March 6—Mr. N. C. Hanks, Lecturer, Philadelphia.
13—Dr. Cheesman A. Herrick, President, Girard College.
20—Dr. Thomas C. Blaisdell, State Teachers' College, Slippery Rock, Pa.
27—Mr. Samuel R. Boggs, Business Man, Philadelphia.
- April 3—Mr. Joseph A. Davis, Superintendent of Household, Girard College.
10—Dr. Joseph M. Jameson, Vice-President, Girard College.
17—Mr. Harvey J. Harman, Head Football Coach, University of Pennsylvania, Philadelphia, Pa.
24—Dr. William Mather Lewis, President, Lafayette College, Easton, Pa.
- May 1—Colonel Sheldon Potter, Attorney, Philadelphia.
8—Professor C. Addison Willis, former teacher, Girard College.
15—Mr. Walter A. Staub, Business Man, New York, Alumnus, Girard College.
22—Dr. Rudolph R. Reeder, Director, The Marsh Foundation School, Van Wert, Ohio.
29—Dr. J. Duncan Spaeth, Professor, Princeton University.
- June 5—Mr. Franklin Spencer Edmonds, Attorney, Philadelphia.
12—Mr. Dana G. How, General Secretary, Christian Association, University of Pennsylvania, Philadelphia.
19—Dr. Joseph M. Jameson, Vice-President, Girard College.
26—Mr. Frank D. Witherbee, Superintendent of Admission and Discharge, Girard College.

- July 3—Mr. Ellsworth E. Jackson, Business Man, Philadelphia.
 10—Mr. Joseph M. McCutcheon, Business Man, Philadelphia, Alumnus, Girard College.
 17—Professor George C. Foust, Teacher, Girard College.
 24—Mr. William H. Crown, General Secretary, Germantown Branch, Y. M. C. A., Philadelphia.
 31—Captain Howard Kirk, Attorney, Philadelphia.
- August 7—Mr. Albert H. Schoell, Teacher, Girard College.
 14—Mr. David A. McIlhatten, Teacher, Girard College.
 21—Mr. William C. Sparks, Supervisor of Playgrounds and Recreation, Girard College.
 28—Mr. Ronald R. Welch, Principal, Abington Junior High School, Abington, Pa.
- September 4—Dr. Cheesman A. Herrick, President, Girard College.
 11—Mr. Charles E. Bowman, Teacher, Girard College.
 18—Dr. John L. Haney, President, Central High School, Philadelphia.
 25—Mr. Owen D. Evans, Superintendent, Mechanical School, Girard College.
- October 2—Mr. George H. Gilbert, Principal, Lower Merion Senior High School, Ardmore, Pa.
 9—Mr. Henry V. Andrews, Teacher, Girard College.
 16—Mr. Edward A. Kelly, Attorney, Member of Philadelphia City Council.
 23—Dr. Raymond I. Haskell, Teacher, Girard College.
 30—Mr. J. Willison Smith, Board of Directors of City Trusts.
- November 6—Mr. John W. Leydon, Teacher, Girard College.
 13—Mr. E. Newbold Cooper, Supervising Principal, Elementary Schools, Girard College.
 20—Mr. Frank D. Witherbee, Superintendent of Admission and Discharge, Girard College.
 27—Mr. Earl G. Harrison, Attorney, Philadelphia.
- December 4—Dr. John Wilkinson, Physician, Philadelphia.
 11—Mr. Hugh F. Denworth, Business Man, Philadelphia, Alumnus, Girard College.
 18—Colonel Lewis S. Sorley, United States Army, Retired.
 25—Dr. Cheesman A. Herrick, President, Girard College.

LIBRARY

The accompanying statistics for the operation of the Library are presented in a more summarized and condensed form than has hitherto been used in the Library reports. In the year 1932 there has been a gain of nearly 10,000 books in the total circulation over the circulation for the preceding year, and a gain of 15,000 over the circulation for the year 1930. The Librarian draws attention to the fact that this means that the Library is lending out to readers an average of 300 more books each week than it did two years earlier. Inasmuch as the assignment of boys on the weekly school program has continued about the same in these successive years, this large increase in the circulation is due to the voluntary reading of books by the boys during their leisure time.

In the main Library, the total attendance for the year was 53,878, including boys and adults,—an increase of 5,435 over the attendance in the preceding year. If the Children's Department is included, the total attendance for the year was nearly 78,000, or an increase of 10,000 over the figures for the preceding year. As there has been no increase in the staff, this increase in the work of the Library is greatly to the credit of those in charge. —

Two or three phases of the general Library work call for consideration. One is the evident large use of books by the boys. More and more we are putting into practice the Library ideal that books are for use and not for preservation in a library, or for the edification of librarians. In an interesting study on administration, the incident is related of an old-time librarian of Harvard College, who gloated over the fact that there were but three library books that had not been returned, and he was hot on the trail of having these brought in.

This more general use of the Library at Girard College is in contrast with reports on the lack of reading in the country at large. Dr. L. P. Jacks, in his recent study on *The Education of the Whole Man*, tells us that in America we spend as much money in three weeks for attendance on movie theaters

as is spent by the entire population for books in a whole year. The total national expenditure for books is trifling in comparison with the national expenditure for motor cars, and it is said that the national bill for candy in America is more than twenty-five times as great as the national bill for books. Any tendency to cultivate a taste for and a use of good books should be welcomed.

The Library at Girard College clearly conforms to the idea of a "browsing library," of the sort established by William Allen White, at Emporia College. This Library was begun by Mr. White through a gift of one hundred volumes, and with the requirement that students could come and go at their pleasure, without the formality of checking in and out. Most of the books at Girard College are easily accessible on open shelves, and there is afforded the greatest freedom in the examination and reading of these by the boys. The advantages of a boy's beginning at an early age to come in contact with books, handling them and using them freely, are so great as to be well-nigh incalculable. Beyond question, the large increase in reading shown by the accompanying statistical record is due to the opportunities given boys for contact with books and the encouragement afforded them to draw out and use these books.

An event of first importance in the Library history of the past year has been the progress in the completion of the new Library and the bringing of this so nearly to the point of use. The Library Building was designed by Tilton and Githens, a firm of architects which has had a large experience in the designing of libraries. The Girard College Library has been fitted into a vacant space immediately east of the Lodge in such a way as to make a finish to the yard south of Founder's Hall. In design and size this building is in keeping with the other buildings near which it is placed.

The building itself is of Vermont marble above a pink Deer-Island granite base. In design, it is Greek, of the Ionic order, and it serves as a complement to the Corinthian order of Founder's Hall, and the Doric motive of the High School

Building, which is on the opposite side of the yard. Whatever doubt there may have been in anyone's mind as to the effect upon the other buildings of placing a library building on the east of the yard, has, we believe, been fairly removed by the erection of this skillfully designed building. From present developments, the Library will be completed and occupied late in April of the forthcoming year.

Further progress in the examination of the Girard papers has been an important Library activity of the past year. Miss Mildred H. Pope, who was retained for that service, continued until April, and even in a few months she made decided progress in ascertaining the nature of the papers which had evidently hitherto not been examined, and she also indicated the possibility of a classification and arrangement of these papers for later use. Miss Pope's discontinuance of her service here at the end of March, in order to go to the position of State Librarian of the State of Washington, led to the complete interruption of this work, which we all greatly regretted.

The examination of these papers is but a step in a series of efforts which have been made properly to present the papers and documents related to the life of the Founder. The recent activity in this direction is only a continuance of an earlier labor to the same end. The papers recently examined, as was true of other papers and documents of Stephen Girard, were neatly folded, labeled on their backs as to subject matter, and tied in bundles and classified either by the year in which they were written or into several sub-divisions such as Insurance, Ships, and Yellow Fever. They were then stored in ship boxes of uniform size, with labels as to their year or contents. The original papers as catalogued, including both incoming and copies of outgoing letters. Girard was very systematic in all of his correspondence and business dealings, and he was indefatigable in preserving records of his transactions. A collection of wooden boxes of standard size had been preserved at the College, and from time to time attempts had been made to use the papers in these as occasion demanded. The first systematic work to

the end of calendaring the Girard letters was begun by the Board of Directors of City Trusts in the year 1902, the work being supervised by the then Superintendent of the Girard Estate, George E. Kirkpatrick. (Facts as to this activity were supplied by the Secretary of the Board of Directors of City Trusts.) Some fifty boxes of the collection above noted were taken under Mr. Kirkpatrick's supervision, and the papers cleaned, mounted, translated, calendared, and indexed in such a way as to make them usable. In all, 32,000 incoming and copies of 25,000 outgoing letters were thus treated. The work on the Girard papers was carried on with devoted labor by Mr. Kirkpatrick and under his direction, and the form in which these papers were arranged and presented is a fine tribute to Mr. Kirkpatrick's patient labors.

Many Girard papers other than correspondence, such as bills and receipts, cancelled checks, deposit books, correspondence of the Bank of Stephen Girard, memoranda relative to law suits, farm accounts, bills of lading, insurance policies, yellow fever epidemics, and other related matters were separated from the correspondence and returned to the College.

In the beginning, Mr. Kirkpatrick estimated that the time which would be required for the completion of the arrangement of the Girard papers would be about two years, and that the cost would be from \$5000 to \$8000. The work so developed, however, that it continued uninterruptedly for sixteen years, and the cost grew to four or five times the outside estimate of the original expenditure.

The work was interrupted in 1918 by the entrance of the archivist, who had been employed in this task, into war work. In the meantime, Professor McMaster had made use of the Girard correspondence for his two volume definitive work on *The Life and Times of Stephen Girard*, and the Committee on Girard College having the matter in charge decided that further work on the Girard papers would be deferred for the time being, although the correspondence for the later years had not been calendared and indexed.

When Miss Pope went to work she found thirty-six of these old style ship boxes, measuring approximately 26" x 24" x 12", packed with securely-tied bundles of papers. In the main, the papers were well preserved, and the material was found to be in excellent condition. Perhaps the most satisfactory statement of the work done by Miss Pope, the conclusions reached and the recommendations she made can be made by quoting at some length from the final report she submitted when the task of examining the papers was discontinued:

"Each year will enhance the value of the papers; enlarge our knowledge not only of Philadelphia but the conditions of many parts of the world of the period from 1780 to 1831; and force us again to acknowledge the foresight of the keen, careful mind of a man who, touching practically every part of the world of his time and nearly every phase of the city of his choice, stipulated that his papers and effects be kept together. After a century we find an untapped mine of rounded and completed information. Therefore what at first appeared to be a brief work must be seen to involve an extension of time over a period of some years.

"When the papers are finally opened, arranged and properly calendared they will become a remarkable memorabilia, not only of Stephen Girard, but of the business and shipping era of which he was so important a figure. Their value will steadily increase because of

1. Stephen Girard's wide activities and influence.
2. The complete authority of the figures and data of which they consist.
3. The thoroughly rounded and completed character of the collection.

Linked to the collection of letters on the third floor, they will constitute a private collection of documents not likely to be surpassed anywhere in its completeness.

"Consisting of bills, receipts, memoranda, indentures and numerous other types of documents they may be classed under such general headings as :

"(a) Bills and receipts. Business and also personal. Here we find enumerated the details of Girard's life, his dwelling, his servants, his furniture, his clothing, his fruits and flowers, the schooling of his young relatives and friends, his countless business dealings.

"(b) Memoranda. The same type of information as above with varied detail are embodied in this group in other form and frequently in Girard's own writing.

"(c) Ships and Shipping. This subject has scarcely been touched. Eleven boxes of unopened papers on this alone remain to be opened and it is almost impossible to overestimate the historical and reference value of this group of papers.

"(d) Banks and Banking. Some eight boxes are filled with these papers yet to be examined. Since they cover the early financial years of our country and contain, in addition to other materials, the details of the U. S. Bank and the government loans of the period they are important in our national history.

"(e) Real Estate. Containing papers which will recreate some of the uncertain history of the city.

"(f) Insurance.

"(g) Law suits and legal transactions.

"(h) Yellow Fever scourges in Philadelphia. So complete in detail are these papers that, combined with a collection purchased a few years ago, Girard College will have a noteworthy amount of material on this subject.

"(i) Papers and documents of miscellaneous character embracing many of the old maps, charts, deeds, and papers above mentioned.

"Even thus hastily sketched one may grasp something of the scope covered by the carefully-preserved documents left intact through a period of a century. This collection linked to the letters kept at present on the third floor of Founder's Hall, the journals, ledgers, and business records in the Directors' Room, and to the personal effects held at present in the relic room comprise a unique and outstanding total of memorabilia.

"It is not difficult to believe that as the College is an embodiment of the spirit and hope of the Founder, so may these documents and this collection properly organized recreate his life and become an interpretation of his activities, his motives, and his times.

"One who has lived with these papers and handled them sympathetically could scarcely refrain from making certain recommendations looking to the furtherance of their use. It is therefore without apology that the following suggestions are offered :

"1.—When feasible with the development of plans for the arrangement of Girard's effects, that some definite policy should be adopted for the carrying on of the arrangement, indexing and calendaring of the papers in order that they may be prepared for use by historical institutions, and students interested in original research. No monument to Stephen Girard could be erected which would be more lasting in its usefulness save the College itself.

"2.—That until this work be continued the papers be not used for any general research work, since at present it would be easy to scatter and lose them except they be used under the closest supervision.

"3.—That when the first floor of the Founder's Hall be rearranged, a fitting space be set aside for the letters and papers ; that they be placed in dust-proof, light-proof, locked cases or files, easily accessible and properly constructed for the purpose, and of the best fire-proof material.

"4.—That some one be secured with the necessary educational background and knowledge of early Philadelphia history to continue the work as now begun and to act as curator of the entire collection. To complete the arrangement of the papers, to keep them in perfect shape, to supervise their use and to interpret them when necessary to individuals and institutions, and also to study the best methods of preservation as used by such organizations as the Historical Society of Pennsylvania.

"5.—That the cases now in use in the Directors' Room be rendered dustproof, and that new small Yale locks be placed on each door between the present useless locks and the lower edge of the doors, and that the collection at present kept there be housed there save for the removal of certain books such as the Log Books which after a few years will be damaged by the light and should be in any event reinforced by the Vatican method used at the Historical Society, and preferably done by one experienced in that work. At present access to the volumes referred to is difficult because they are packed together and are very heavy, but removal of the books on the north wall when the new Library is erected will give room to make these books accessible.

"Most helpful advice has been given to the writer by Mr. Horace Wells Sellers and Dr. Samuel W. Woodhouse, Jr., the latter an adviser to various institutions including the Smithsonian Institution of Washington. Dr. Woodhouse, in a recent letter says, 'It was so patently the wish of Stephen Girard that his household effects should be preserved for the especial purpose of his College that no effort should be spared to insure this end. No examples of applied art made in this city are both so fine, varied and minutely documented as are those in Founder's Hall. With the widespread interest now taken by all Americans in all that pertains to the work of our early craftsmen it would seem that the College should receive the first and full mead of this collection. The treasure is rich and ample for a memorial publication, profusely illustrated,

forming a new source of information for the student both for his College and for the city he so wished to enrich.' "

The plan on which this recent examination of the papers was conducted was in accord with the methods of classification, indexing, and so forth of the earlier calendaring and indexing. The papers as examined were placed in folders, and a card index made of them, so that the next step of calendaring and binding these papers may be in further development of the general plan. Maps, charts of historical value, and other documents should be preserved in larger form, and some of these have been mounted under the experienced direction of those having experience at the Historical Society of Pennsylvania. Some fifty large maps and charts of this sort were found among the other papers. The decision of Miss Pope to return to her native state for work there, temporarily interrupted the task of making these papers available.

Repeatedly within the last two or three years, students of various phases of economic development, such as banking, marine insurance, and trade activities have sought to make use of the Girard papers. Numerous requests from those interested in genealogical studies have similarly been made to consult the papers to determine, if possible, the contacts of earlier members of certain families with Stephen Girard. One new phase of the use of the papers during the past year was for a study of early forms of furniture, as the manufacture of this developed in Philadelphia. The collection of Girard furniture is notable, and the papers preserved by Mr. Girard, when fully calendared and catalogued, will make possible the documenting of this early furniture in a way scarcely possible for any other collection likely to be found.

In the medical history of yellow fever, the Girard collection offers unusual material. Dr. John E. Lane, of New Haven, a former Professor in Yale University and a student and writer of standing, recently came to see an original letter of Dr. Jean Deveze, who was associated with Girard in the Bush

Hill Hospital. Dr. Lane's hurried survey of the papers led him to feel that they are of real value.

Growing out of these numerous demands, the Committee on Household, having supervision over the papers, directed that photographs be made of a number of the pieces of furniture and documents which are of interest, and that these be copyrighted and given out to students who may care to use them as illustrations, but with due credit to the Girard collection and the copyright. Supplementary to these uses, however, we may properly look forward to the preparation of a brochure presenting the Stephen Girard collections, with accompanying documents in explanation. This latter would seem to be an important contribution to the life interests of the Founder.

As set forth in earlier reports, we have looked forward to the remodeling of Founder's Hall, and a much more adequate and presentable arrangement of the Girard furnishings and household effects. Plans to this end have been under consideration during the past year, but the time does not seem opportune to go ahead with the new development at present, and the whole matter is temporarily arrested. The studies thus far projected and the progress made are steps in the more complete arrangement of the papers and documents of Stephen Girard, which should, ultimately, be accompanied by a museum in which would be presented the furniture, plate, china, and other household effects, including Girard's private library. As thus arranged, Stephen Girard's method of life would be re-constituted, and out of the material which has been preserved in Founder's Hall a significant historical museum would be created which could not fail to be of broader interest to Philadelphians, and to students of our earlier domestic life in general.

SUMMARY OF LIBRARY STATISTICS

The following statistics for the year 1932 present a summary of the work of the Library, including the Main Depart-

ment and the Children's Room, and also a comparison with the work of the preceding year.

BOOK CIRCULATION ACCORDING TO CLASSES

	Main Department		Children's Room	Total 1932	Total 1931
	Boys	Adults			
General Works	37	45	90	172	121
Philosophy	178	279	4	461	382
Religion	125	177	400	702	494
Sociology and Education	696	594	4628	5918	5799
Philology	64	35	99	198	85
Science	504	160	986	1650	1641
Useful Arts	1250	218	1256	2724	2406
Fine Arts	1383	329	1453	3165	2552
Literature	1404	1120	367	2891	2542
History	564	284	1853	2701	2043
Travel	506	357	809	1672	1544
Biography	1083	579	769	2431	2147
Fiction	14985	5048	10462	30495	26115
Periodicals	183	10127		10310	7862
Total Circulation	22962	19352	23176	65490	55733
Grand Total Book Circulation				65490	55733

Main Department increase in circulation	Boys	7271
	Adults	4358
	Increase	6629
Children's Room increase in circulation		3128
Total increase in book circulation over that of 1931		9757

ATTENDANCE IN THE LIBRARY

	Main Department		Children's Room	Total 1932	Total 1931
	Boys	Adults			
	50602	3276	23931	77809	68392
Main Department increase in attendance:	Boys	5079			
	Adults	356			
	Total	5435			
Children's Room increase in attendance					3982
Total increase in attendance over that of 1931					9417

BOOKS ADDED TO THE LIBRARY

Non-Fiction	1790
Fiction	997
Periodicals (Bound volumes)	55
Total number of volumes added to the Library in 1932	2842
Total number of volumes discarded in 1932	608
Total accessions to date	49761
Total unaccession bound volumes to date	6511
Total discard and lost to date	9153
Total approximate number of volumes in the Library, 1932.	47119

ANNIVERSARIES AND COMMENCEMENTS—1932
SPEAKERS

New Year's Day,

Honorable William H. Keller,
Judge of Superior Court of Pennsylvania.

Memorial Service, January 14,

One Hundredth Anniversary of the
Death of Stephen Girard,
Honorable David A. Reed,
United States Senator from Pennsylvania.
Honorable Francis Shunk Brown,
President, Board of Directors of City Trusts.
Mr. Joseph M. McCutcheon,
Class of May, 1883.

Commencement, January 21,

Mr. William W. Roper,
Philadelphia City Council.

Lincoln's Birthday,

Mr. Benjamin H. Ludlow,
Attorney, Philadelphia.

Founder's Day,

Mr. Charles A. Dougherty,
Class of 1903.
Dr. R. Tait McKenzie,
Sculptor, Girard College World War Memorial.

Founder's Day (Morning Assembly of Students),

Mr. Edward P. Geuther,
Class of June, 1919.

Commencement, June 23,

Mr. Benjamin H. Ludlow,
Attorney, Philadelphia.

Thanksgiving Day,

Mr. Albert H. Ladner,
U. S. Collector of Internal Revenue,
Philadelphia.

SAVING FUND ACCOUNT

	<i>Deposits</i>	<i>Withdrawals</i>	<i>Totals</i>
1896.....	\$234.07	\$5.00	\$229.07
1897.....	446.79	22.52	653.34
1898.....	437.04	113.91	976.47
1899.....	340.12	70.35	1246.24
1900.....	452.36	153.20	1545.40
1901.....	503.79	164.42	1884.77
1902.....	518.81	367.73	2035.85
1903.....	606.70	468.67	2173.88
1904.....	743.21	482.02	2435.07
1905.....	758.20	419.51	2773.76
1906.....	764.80	842.31	2696.25
1907.....	939.74	246.00	3389.99
1908.....	851.72	510.95	3730.67
1909.....	970.88	651.36	4050.28
1910.....	828.70	945.88	3933.10
1911.....	1334.14	800.55	4466.69
1912.....	1360.27	949.32	4877.64
1913.....	1694.00	568.10	6003.54
1914.....	1704.91	709.20	6999.25
1915.....	1678.12	360.24	8317.13
1916.....	1941.61	1082.02	9176.72
1917.....	2642.82	1273.05	10546.49
1918.....	2437.31	2166.01	10817.79
1919.....	3061.17	1589.75	12289.21
1920.....	5344.45	1439.28	16194.38
1921.....	4449.56	2168.74	18475.20
1922.....	5129.14	3847.16	19757.18
1923.....	7862.49	3776.38	23843.29
1924.....	8154.29	5518.71	26478.87
1925.....	6525.28	5660.56	27343.59
1926.....	8071.35	4362.05	31052.89
1927.....	7126.36	7907.78	30271.47
1928.....	6772.82	6777.37	30266.92
1929.....	6499.43	6576.52	30189.83
1930.....	6123.30	7257.47	29055.66
1931.....	5432.44	5674.36	28813.74
1932.....	4898.10	7558.15	26153.69
	<u>\$109,640.29</u>	<u>\$83486.60</u>	<u>\$26153.69</u>

Interest to December 31, 1931.....\$13,423.66
Total Interest for year ending December 31, 1932..... 1,254.27
Total Saving Fund Deposits December 31, 1932.....39,657.10
Accounts opened in 1928..... 162

Accounts opened in 1929.....	182
Accounts opened in 1930.....	158
Accounts opened in 1931.....	225
Accounts opened in 1932.....	153
Total number of accounts December 31, 1928.....	1296
Total number of accounts December 31, 1929.....	1315
Total number of accounts December 31, 1930.....	1322
Total number of accounts December 31, 1931.....	1408
Total number of accounts December 31, 1932.....	1410

TOTAL SAVINGS OF PUPILS

Saving Fund	\$39,657.10
New York Evening Journal Building Bonds	1000.00
First Liberty Loan Bond.....	50.00
Ten shares United Gas Improvement Company Common Stock	275.25
Total.....	<u>\$40,982.35</u>

SUMMER SESSION

Due to the depression and the lack of employment of mothers and other members of boys' families, the numbers in attendance on the summer classes were considerably increased. The Supervising Principal of the summer school was here for the sixth summer in succession, and gave what we all felt was the most effective summer's work which he has yet done. The practice of continuing substantially the same staff in the summer positions year after year has given a group of seasoned and experienced helpers, who each summer take up the work where they left off in the summer preceding, and carry forward with improved efficiency. The summer camp has made a break in the vacation for the boys remaining in the College. On the whole the schools during the preceding summer had as good a session as they have ever had.

STAFF OF SUMMER SCHOOL

Supervisor of Bookwork.....	Mr. Ronald R. Welch
Supervisor of Manual Arts.....	Miss Viola R. Collins
Tutor for High School Subjects.....	Mr. William B. Jackson
Tutor for High School Subjects.....	Mr. Louis Q. Moss
Auditorium Teacher.....	Miss Margaret K. Messick
Accompanist	Mr. Arthur W. Howes

TEACHERS FOR HIGH SCHOOL GROUP

Mr. James J. Lamond

Mr. George J. Epley

Mr. George W. Harlow

TEACHERS FOR THE ELEMENTARY SCHOOL GROUP

TUTORS

Mrs. Freda W. Thomas

Miss Lillian A. Reece

Mrs. Elsie D. Hampton

BOOKWORK

Mrs. Elsie S. White

Miss Edna L. Adams

Miss Bertha B. Wagenhurst

Miss K. Adessa Martin

HANDWORK

Mrs. Helen Burns

Miss Frances H. Biester

Miss Stella E. Allen

Miss Gertrude M. Ehinger

Miss Crissie M. Wilson

SPECIAL CLASSES

In a large school, or in an extensive system of education, the great danger is that individual needs will not receive consideration. This statement applies both to limitations—defects, failures, and misfits of boys—and to their superiorities—peculiar gifts, and striking abilities which they may have and which are in danger of being completely lost in the leveling down process of what is commonly called “mass education.”

For more than twenty years, Girard College has maintained a “special class,” under an experienced teacher who is a trained psychologist. Boys who get out of step in the regular school progress are referred to this teacher to ascertain the causes of their failures and to suggest courses of treatment to overcome the disability. In certain cases, the failure is found to be due to some physical limitation—defective eyesight, impaired hearing, or an overwrought nervous condition. Not infrequently, the failure results from the loss of interest, and sometimes from a desire to leave the College. To be separated from the group, and to have an opportunity to face the problems with which his life is confronted, often brings a boy to a sense of his personal responsibility, and it not infrequently happens that a week or a fortnight in the special class leads to his restoration to his regular place in school with a

new attitude. Not a few boys have gone back to their classes after a brief interval in the special class, and have met the requirements of the regular work and been graduated in due form. The remedial teachers for the Elementary School, mentioned above, and the psychiatrist service presented in connection with the medical reports to follow are closely related to individualizing instruction and suiting the method to the obvious problems of boys who vary from type.

Among the special needs which Girard College has sought to serve is the training of boys who have speech defects. A hundred or more boys have been singled out as needing this training. In general, they are normal as to their mentality and are good physical specimens, but because of limitations they have not good speech even in conversation, and many of them would be quite incapable of making any connected or extended statement without help.

The two forms of defects most common are stammering and lisping, although there are variations from these. An experienced teacher has wrought wonders with many of these boys not by her unaided efforts alone, but by working with and through the dental service, the nose and throat clinic, and in coöperation with supervisors and teachers in the schools. Boys with obvious handicaps when they enter on this instruction are trained to the point of giving recitations in public, and even to the presenting of their own original essays in declamation contests and other forms of platform work. Boys who enter the speech class conscious of their defects and diffident in the extreme, develop an assurance which enables them to take care of themselves in social relationships, and to turn their education to a much better use than would be possible if their speech handicap were not in some measure overcome.

Special classes and individual instruction are open to boys who have gifts in music or art. A few boys come along each year who have talent warranting their devoting themselves to music as a vocational subject. This gives them, during their last two years, three to four hours a day for the study of music and for practice on their chosen instruments. Several boys who

have gone through this course have taken up music professionally.

Special art instruction has similarly been continued in an elective course of the senior group in art history and interpretation, and in a special art class. This latter class has increased in membership to approximately fifteen. Boys who have talent for this work are happy in the opportunity which the work brings to them. Their interest is shown by the fact that though the special art class comes out of school hours, when most of the boys are engaged in free play, and on Saturday mornings, when the larger number of those who take the instruction would be free to visit their homes or friends in Philadelphia, a good sized class volunteers to stay. The election to take this instruction, under the circumstances, is an evidence of the appeal which the special instruction makes.

Girard College experience shows, we believe, the possibility of recognizing individual limitations and special gifts which boys may have and of providing means of helping to correct limitations and disabilities, and to develop the gifts in ways that would hardly be possible in a small school. If we make full use of our opportunities, a large school can do quite as much, and perhaps more for the individual boys than can be done in the same direction by a small school.

MUSIC INSTRUCTION

Vocal music activities have been somewhat handicapped during the past year because of the loss of the Chapel, and the virtual discontinuance of the junior choir. The Glee Club has been maintained at its usual high standard. Without a pipe organ in the armory, the congregational singing has been under a disadvantage, but for the major part of the time we have had the help of three of the boys playing trumpets as a supplement to the accompaniment of the piano. The platform in the armory and the arrangements there in general have not given facilities for keeping up the chorus work to the standard of earlier years. The near-completion of the new Chapel gives the promise that we may resume this activity with renewed

zest. The classroom work in vocal music has gone forward during the year with success and with special effort to minimize as far as possible the handicap imposed by the necessity of temporarily discontinuing the junior choir.

The instrumental music work of the past year has made further advances on the accomplishment of the years preceding. The Band and the Orchestra have been in demand for playing outside, and if the numerous requests which have come in for the public appearance of these organizations were honored, the education of the boys would be seriously interfered with. In compliance with a long-time custom, the Band played at the Field and Color Contests of the Penn Charter School, in May. The Band and the Battalion led the parade of the Boy Week celebration last spring. The Band has also given eleven concerts during the year at the College, on such occasions as Founder's Day, Mothers' Days, and at numerous assemblies in the Armory. The Band played and the Glee Club sang at the opening of the Wills Hospital, in the autumn, and the Orchestra similarly played for the Alumni at its annual banquet on the evening preceding Founder's Day.

The year 1932 marks the tenth anniversary of the first organization of the Girard College Orchestra, and the beginning of instruction on the piano and stringed instruments. At the meeting of the Girard Band and Orchestra Association held at the College on Founder's Day, a resolution of congratulation and of good wishes was tendered the Orchestra.

Edwin K. Goldman, who has achieved marked distinction as a bandmaster, visited the College during the autumn, and conducted the Band, giving the inspiration of his presence and leadership. To come in contact with a great musician and an inspiring personality is a privilege which our boys greatly prized. Mr. Goldman was appreciative of the work of the Band, and his visit proved a real stimulus.

A series of organ recitals were given by the Organist of the College during March and April, with supporting soloists and the participation of the junior choir. Programs, classical in character, were presented, and an increasing number of

Alumni and of boys in the College came to hear these recitals.

The past year confirms once again our feeling that music is making a great contribution in the lives of Girard College boys. Our boys love to sing, and they sing with spirit and zest, but also with an expression which indicates that they have a fine feeling in their music. The musical history of Girard College, involving as it does the names of William G. Fischer, George Bastert, Thomas a'Becket, C. Stanley Mackey, and others, who contributed to the development of music in Girard College and the appreciation of music in Philadelphia, does not surpass the contribution which the present music staff is making to the lives of a larger number of boys, and to the wider community interests. The work of the Director of Vocal Music as the conductor of the Mendelssohn Club has had increasing recognition. The Director of Instrumental Music, the Assistant Teacher of the Band, and the Teacher of Violin have all given generously of their time and efforts, in various of the public functions which we have had in the College, and similarly they have been engaged in useful outside activities. The Organist has devoted himself to weekly recitals for the boys of the high school group, to public recitals at the College, and to numerous appearances in other institutions and before the public. He has also kept up his interest in musical composition. Taken in their entirety, the musical efforts of Girard College and its staff have entered into the larger movements which are making Philadelphia a recognized musical center in America.

As we consider the place of music in the lives of Girard College boys, we can but be reminded of the remark of Ernest Dimnet in his recent book, *What We Live By*, in which he compares life to a two-story house, and advises that people spend more time in the upper story, dealing with great issues and thinking great thoughts, and less time in the lower story, listening to the radio and concerned with commonplaces. The great value of good music is that it takes people into the upper stories of their lives, and gives them that which is above the routine of daily thought and work.

HEALTH

The accompanying statistical summary indicates a relatively small amount of serious illness during the year under review. A fourteen year old boy died from meningitis induced by a middle-ear infection. Operative treatment did not give relief, and the infection spread, resulting in acute cerebro-spinal meningitis.

The year has brought the usual crop of infectious diseases, though the total number of these for the year was but ninety-two, as compared with one hundred and fifty-four in the year preceding. The largest contributions to this total were by mumps and measles. Under the conditions of privileges given to boys to visit outside, it seems quite impossible to avoid the bringing of contagious disease into the institution, and once a contagion gets started it becomes a problem to prevent its spreading. The compensation of boys going out and keeping contacts with their homes probably outweighs the disabilities which the College suffers from their bringing back contagious diseases.

A single case of infantile paralysis was brought back on the day the boys returned from their summer vacation. The boy afflicted had spent the summer with his mother in Berks County, and was stricken just at the close of the summer, and when he reached the College he had the disease fairly well developed. His immediate separation from the group and complete isolation, and the quarantine of the College against visitors from the outside, or boys visiting in the community for a period of six weeks were contributing factors in avoiding the development of any new cases. The boy afflicted has made a favorable recovery, the groups of muscles affected having responded to treatment so that they do not greatly interfere with his getting about, or with the use of his arms.

The larger number of illnesses during the year were due to epidemics of acute diseases of the respiratory tract. In all there were recorded 385 cases of this sort, in comparison with 255 cases in 1931, and 130 in 1930. A total of 28 cases of pneumonia developed, all of which made a favorable recovery.

The early treatment of pneumonia has given satisfactory results.

Diseases of the ear, nose, and throat have assumed very considerable proportions. A total of 216 such cases are recorded in the Infirmary statistics, as against 134 similar cases in the preceding year. Two epidemics of diseases of the respiratory tract account in large part for this increase in affections of the ear, nose, and throat. It is gratifying to record that but three cases of acute tonsillitis developed in the whole year, and two of these were of boys just admitted, and in advance of the removal of diseased tonsils.

The Chief of the Ear, Nose, and Throat work reports that during the year he treated 1325 boys for ear, nose, and throat lesions. The same officer did operations on 160 boys for the removal of tonsils and adenoids, 17 for submucous resections, 19 for paracentesis, and numerous others for mastoid and sinus operations. This operative treatment has made a large contribution to the improved health of the College.

Operations in the Infirmary reached a large total. During the year under review, there was a total of 265 operations, including 51 cases of circumcision, in addition to the tonsil and adenoid operations mentioned above.

The Visiting Physician draws attention to what seems to be a very large number of accidents during the past year. The total treated in the Infirmary was 144, as compared with 108 in 1931, and 84 in 1930. Included in the total for 1932 were 17 cases of fracture. In part, these have come from falls in the gymnasium, in part from competitive athletics, in part from free play, and no doubt some of them from heedlessness and carelessness on the part of the boys. It is impossible to avoid a certain number of accidents if boys are to engage in competitive sports with an aggressive, serious interest. We are well agreed that slight accidents would not be worth avoiding if to avoid them we would be compelled to give up competitive athletics.

The Ophthalmological department has had a busy and useful year. In all, the Ophthalmologist has given visual tests

to 1694 boys in the College. He has also given examination and treatment to 571 boys sent or applying for attention. The total of subsequent visits for examination is recorded as 444. Two hundred and fifty-seven boys were refracted during the year, and 166 others were treated for affections other than refractive errors.

The Ophthalmologist notes with satisfaction the decrease in the amount of ocular irritation due to the water in the swimming pools. The method of sterilization by the use of chlorine gas seems to be giving admirable results, and the Ophthalmologist reports that not one boy has shown evidence of infection or simple conjunctivitis traceable to the waters in the swimming pools.

The two boys who have had diabetes continued to do well during the year. One of them left the College during the autumn on reaching his eighteenth birthday, and the other is due to leave at the close of the present term in January. The use of insulin has given truly marvelous results in the handling of these cases. On leaving they are instructed to continue the use of insulin.

More untoward incidents seem to have happened in the medical history of the College during 1932 than has been true of some years preceding. Despite these, however, the general health of the boys has been good, and the medical history of the institution favorable. By and large, Girard College boys are splendid physical specimens, and they go about their work and their play with overflowing energy and vigorous activity. Attention to diet, regular hours of sleep, plenty of exercise, and free play in the open air all contribute to the physical development of boys and to keeping them well. The practice now for many years of not receiving into Girard College boys who have incurable physical disabilities and limitations, plus the life after the boys are received, has given a health record that is, we believe, quite above the ordinary.

Attention has earlier been called to a recommendation of the Head of the Children's Bureau in the State Department of Welfare looking to the introduction of a psychiatrist service

at Girard College. Certain cases of mental abnormality developed during the past year, pointing to the desirability of such service, and after due consideration approval has been given for the use of the services of those interested in this branch of medical practice as consultants. Philadelphia fortunately is well equipped to give this supplementary aid, which will make our dealings with these special cases more satisfactory while the boys are in residence, and will also furnish a means for their more intelligent placement when they leave. The experience of schools elsewhere has established the value of psychiatric examinations, and such examinations are coming to be regarded as a valid part of a school service.

Superintendent Herbert S. Weet, of Rochester, New York, who is regarded as one of the sane, forward-looking educators of America, reports as follows on this branch of medical science in the schools under his supervision: "We have long used the psychiatrist and we regard him as one of the indispensable factors in our school system. These are the days when a multitude of forces are making for a return to the restricted lines of academic learning. This is a million miles from the conception that it is the business of the school system to find the causes that lie back of the failure of every child to make not simply normal progress in the curriculum, but to make wholesome development in a recognition of ability to meet his obligations to society, and then to remedy these causes in so far as it is humanly possible to do so. If we accept this proposition then we must have means of diagnosis and the psychiatrist is one of the most valuable of these means." It is our hope that psychiatry may contribute to a better handling of difficult cases in the College and to a better placement of boys when they leave.

The following is a classified list of the diseases, operations and other matters of record for which pupils of the College were under observation in the Infirmary and dismissed during the year 1932.

NOSE, THROAT AND EAR DISEASES

Coryza, acute	19
Coryza, acute (Spring infection)	13
Eurache	15
Epistaxis	3
Otitis media, acute	34
Otitis media, acute (Spring infection)	43
Pharyngitis, acute	43
Pharyngitis, acute (Spring infection)	30
Sinusitis	13
Tonsillitis	3
Total.....	216

RESPIRATORY DISEASES

Bronchitis, acute	109
Bronchitis, acute (Winter infection)	135
Bronchitis, acute (Spring infection)	19
Laryngitis, acute	35
Laryngitis, acute (Spring infection)	59
Pneumonia, lobar	14
Pneumonia, lobar (Spring infection)	11
Pneumonia, lobar (Winter infection)	3
Total.....	385

EYE DISEASES

Blepharitis	2
Corneal abrasion	2
Conjunctivitis, acute catarrhal	7
Conjunctivitis, simple	12
Conjunctivitis, traumatic	2
Dacro-cystitis, acute	2
Hordeolum	4
Keratitis, phlyctenular	2
Ulcer of cornea	2
Total	35

GASTRO-INTESTINAL DISEASES

Abdominal pain	7
Constipation	4
Diarrhoea	8
Gastro-enteritis	41
Jaundice, acute catarrhal.....	3
Total.....	63

SKIN DISEASES

Dermatitis venenata	8
Dermatitis, dermatophytic	2
Eczema, vesicular	2
Eczematous dermatitis	9
Erythema, simple	8
Erythema, toxic	5
Impetigo contagiosum	19
Molluscum contagiosum	2
Pityriasis rosea	3
Scabies	2
Sunburn (dermatitis)	4
Pediculosis capitis	13
Tinea tonsurans	1
Ulcer of skin.....	5
Urticaria	6
Total	89

DISEASES OF THE NERVOUS SYSTEM

Chorea	3
Epilepsy	2
Total ..	5

ACUTE INFECTIOUS DISEASES

Measles	27
Meningitis (hemolytic strep.)	1
Mumps	30
Rheumatic fever	1
Scarlet fever	15
Varicella	13
Whooping cough	5
Total..	92

ACCIDENTS

Arthritis of knee, traumatic... ..	3
Bursitis of knee, traumatic	2
Concussion of brain (slight)	2
Fracture, meta-carpal bone....	4
Fracture, fibula	2
Fracture, clavicle	1
Fracture, radius and ulna....	4
Fracture, meta-tarsal bone	2
Fracture, humerus (int. condyle)	4
Sprain of ankle.....	20
Sprain of knee.....	6
Sprain of back muscles.....	2
Wounds, infected	23
Wounds, contused	47
Wounds, lacerated	15
Wounds, punctured ..	7

Total 144

OPERATIONS		LOCALIZED INFLAMMATIONS	
Appendectomy	7	Abscess of chin.....	3
Circumcision	51	Abscess of hand (palmar)....	2
Abdominal incision (old) re- paired	1	Abscess of groin.....	3
Excision of tumor from fore- head	1	Abscess of leg	3
Excision of toe nail.. . . .	1	Abscess, ischeo-rectal	1
Excision, exostosis os calcis..	1	Adenitis, cervical	5
Enucleation eye ball (artificial)	1	Adenitis, inguinal	5
Hernia, radical cure	4	Balanoposthitis	2
Hydrocele, radical cure.....	3	Cellulitis	7
Mastoid (opened and drained)	6	Furuncle	25
Mastoid (radical)	1	Periostitis, tibia	4
Pilonidal cyst excised	1	Osteomyelitis (meta - carpal bone)	1
Submucous resections	20	Total	61
Tonsils and adenoids removed	160	MISCELLANEOUS DISEASES	
Torek Op. for undescended tes- ticle, 1st	1	Albuminuria	2
Torek Op. for undescended tes- ticle, 2nd	1	Diabetes mellitus	2
Toe amputated	1	Endocarditis, chronic	1
Varicocele	4	Lumbago	2
Total	265	Nephritis, acute	1
		Nephritis, chronic	1
		Reactions, sera, etc.....	17
		Total.....	26
UNCLASSIFIED			
Contacts (exposed to scarlet fever)	6		
Contacts (exposed to ant. pol- iomyelitis	5		
Discipline	6		
Observation	1022		
Total	1039		

DEATH

Donald W. Riess, aged 14 years, died on November 13, 1932. The cause of death was meningitis, the type of infection being the streptococcus hemolyticus. There had been a double middle ear infection involving both mastoids, which were opened and drained. He had been ill one month.

Average daily census for 1932.....	28.3
Average number of hospital days per patient.....	4.37
Total number under observation in 1932	2420

DENTAL DEPARTMENT

The accompanying statistics show a marked increase in the operations of the Dental Department during the past year. An additional dentist, and more intense application and better directed effort, have resulted in a statistical increase indicating that the work is brought more nearly up to date.

Doctors John V. Mershon and William A. Jaquette, prominent in the dental profession in Philadelphia, visited the College in April of the year under review, and commended the progress being made in the dental work of the institution. Particularly did they commend the esprit de corps and coöperation which they found in the group working under the supervision of the Visiting Dentist.

An observation of the gentlemen above mentioned was of the need for improved housing of the Dental Department, a matter which had been under consideration for a considerable time. Approval was given by the Committee on Household for the use of the west end of the long ward on the first floor of the Infirmary for a dental clinic, and by means of a separating partition, a complete and much more commodious Dental Department has been set up. The layout includes an adequate reception room, a conference room for interviewing boys, six fully-equipped operating rooms, a lavatory, a sterilizing room with modern equipment, a dark room for the development of X-ray plates, and a locker room. Both the conference room and the locker room are wired for electricity, and piped for water and gas, so that in case of future need they can be brought into use as operating rooms. The former round ward on the first floor, which has been occupied by the Dental Department since 1911, has been refinished to become a ward, and to restore in some measure to the Infirmary the space which had been taken by the use of a part of the long ward.

The Visiting Dentist draws attention to the fact that in the last three months of the year the number of boys receiving attention in the Clinic was increased by 366 as compared with the corresponding period in 1931. The statistics indicate

an increase of 1568 permanent fillings during the year, as compared with the number of such fillings in the preceding year. The Visiting Dentist compiled rather elaborate supplementary tabulations on the amount of work which has been done on individual boys during their residence in the College. Taking the classes graduating in January and June of 1932, and in January, of 1933, there is an average of approximately 25 amalgam and 14½ cement fillings per boy. The total dental work for the boys who graduated in January of 1932, was at an average cost of \$142.02, basing the estimate on the average charge in Philadelphia as given in the report of the Committee on Cost of Medical Care. This figure does not include such items as gutta percha fillings, gold foil or inlay fillings, extractions, and certain other forms of treatment on which it is difficult to strike an average.

The progress of the dental work during the year has been highly encouraging, and while we do not feel that we are fully caught up or have reached the ideal for this service, we do feel that we have made decided progress in the direction of giving an adequate care of the teeth of our boys.

STATISTICAL REPORT

	1930	1931	Percentage	1932	Percentage
Amalgam fillings.....	1,685	4,046	140.1 Inc.	5,423	34.0 Inc.
Phosphate fillings.....	3,429	3,209	6.4 Dec.	2,441	23.9 Dec.
Gutta Percha fillings.....	514	82	84.0 Dec.	119	45.1 Inc.
Gold Foil fillings ..	0	20		197	885.0 Inc.
Inlays.....	41	54	31.7 Inc.	68	25.7 Inc.
Temporary stoppings.....	360	567	57.5 Inc.	1,262	122.5 Inc.
Permanent teeth devitalized.....	6	2	66.6 Dec.	9	350.0 Inc.
Temporary teeth devitalized ..	0	0	00.0	0	00.0
Permanent teeth putrescent.....	13	6	53.8 Dec.	0	
Temporary teeth abscessed.....	3	15	400.0 Inc.	0	
Permanent teeth abscessed.....	4	4	00.0	1	75.0 Dec.
Temporary teeth abscessed.....	9	12	33.3 Inc.	0	
Permanent root canals filled.....	28	21	25.0 Dec.	9	57.1 Dec.
Temporary root canals filled.....	0	0	00.0	0	00.0
Dental Radiographs made.....	325	3,153	808.6 Inc.	3,480	10.3 Inc.
Crowns.....	7	4	42.8 Dec.	7	75.0 Inc.
Bridges.....	1	4	300.0 Inc.	6	50.0 Inc.
Teeth Cleaned.....	2,761	1,511	45.2 Dec.	949	37.1 Dec.
Extraction of Perm. teeth.....	45	69	53.3 Inc.	105	52.1 Inc.
Number of treatments.....	7,349	6,426	12.5 Dec.	6,834	6.3 Inc.
Cultures.....	0	28		24	14.2 Dec.
Dentures.....	0	5		8	60.0 Inc.
Oral Surgical Operations.....	0	16		10	37.5 Dec.
Total number of operations.....	16,649	19,221	15.4 Inc.	21,372	11.1 Inc.

INCREASE AND DECREASE FROM 1930 TO 1932

	1930	1931		1932
Permanent teeth devitalized.....	6	2	66.6 Dec.	9 350.0 Inc.
Permanent teeth putrescent.....	13	6	53.8 Dec.	0
Permanent teeth abscessed.....	4	4	100.0	1 75.0 Dec.

DECREASE IN TWENTY YEARS AND TWENTY-ONE YEARS

	1912	1931		1932
Permanent teeth devitalized.....	170	2	98.8 Dec.	9 94.7 Dec.
Permanent teeth putrescent.....	151	6	96.0 Dec.	0
Permanent teeth abscessed.....	22	4	81.8 Dec.	1 95.4 Dec.
Average.....	343	12	96.5 Dec.	10 97.0 Dec.

Examinations made during the year 1932-1970

FILLINGS INSERTED DURING THE LAST FIVE YEARS

	Gold Foil	Inlays	Amalgam	Cement and Gutta Percha	Total
1928			2772	3383	6155
1929		64	2506	4583	7153
1930		41	1685	4303	6029
1931	20	54	4046	3858	7778
1932	197	68	5423	3822	9510

1931-112 X-ray Pictures taken for the Medical Department.
1932-188

GROUNDS AND BUILDINGS

The program of enlargement, which was entered upon in 1925, has been halted for the time being, due to the desirability of increasing the numbers in the College gradually, so as not to disturb the equilibrium of the educational organization and bring about the over loading of the school work at any one point; and in the second place to a reduced income and a disturbed financial status because of the depression. Already the population of the College has been increased by one hundred and eighty, and a further increase of one hundred and eleven would be possible at once if it were desired to fill the present capacity to its limit. The natural order would have been to have entered last year on the rebuilding of Banker Hall. The plans of the original Day and Zimmerman report contemplated the reconstruction of that building, but the judgment of the Board of Directors, in which the officers of the College concurred, was that the Banker Hall reconstruction should not be begun at present.

An important change in the year was the transfer of Sec-

tion I from the unfavorable conditions under which it had lived for years, to the improved housing facilities offered in the remodeled Building Number One. For almost fifty years Section I has been quartered in a dormitory on the fourth floor of old Building Number Eight, now known as Lafayette Hall, which dormitory was inaccessible and undesirable. cubic air space per occupant, poor ventilation, and a fire hazard. In addition to this disability, the Section has had its section room in recent years in various quarters in the basement of the Dining and Service Building and in the old parlor of Lafayette Hall. The seventy-two boys of Section I are now comfortably cared for in the four living rooms on the south end of the first floor of Number One, and sleeping, lavatory, and bath accommodations are furnished on the second and third floors of this same building. Dining facilities for this Section have been continued in the Dining and Service Building.

With the changes above mentioned, and the improvements brought about by the Junior School Building, the House Group, and alterations in other buildings, the living conditions for the boys are greatly improved. Stephen Girard specified that boys were to be "lodged in a plain but safe manner," which direction we believe is fairly well carried out. In the main, the method of housing is by the congregate dormitory system, but the dormitories as remodeled are now comfortable, and adequate to their purpose as dormitories. The least desirable of the buildings is Banker Hall, the rebuilding of which has been approved as a matter of policy.

The *Philadelphia Real Estate Magazine* recently reproduced an attractive photograph of one section of the House Group, and expressed regret that a high stone wall cuts off the public view of this collection of beautiful buildings. The Directors are not unmindful of the desire of the community to see something of the attractions of Girard College, and already a section of the wall has been taken down immediately in front of Founder's Hall. Consideration has been given to the exten-

sion of the iron paling fence further to the east, in order to bring the Library Building, now nearing completion, into view from the street. Plans have also been considered for reducing the height of the wall opposite the House Group at the west end. It would seem possible to have the west wall five feet in height surmounted by a paling fence of five feet and to give to the grounds of the College as great protection as they have at present with a ten foot wall.

It is obvious that the work of the College could not be satisfactorily carried on by exposing the boys to the outside influences which would constantly interrupt the work, if the wall were wholly removed. There are, however, certain places where the wall can be taken down or reduced in height without the disturbing results which would be thrust upon them if the wall were entirely removed; wherever such removal is practicable it seems desirable from every consideration to substitute a paling fence for the wall. The change made near the Lodge entrance has afforded an attractive appearance of the College from the outside, and has also greatly improved the outlook from within. No doubt further extension of the same treatment will add to the good results.

An important improvement during the year has been the completion of the War Memorial Statue by Dr. R. Tait McKenzie. Dr. McKenzie has done notable work in America, the Dominion of Canada, and Europe. Indeed, he has come to be recognized as one of the world's great sculptors, particularly in his embodiment of young manhood. From being a physician and student of anatomy, Dr. McKenzie became a teacher and director of physical training, and his first work in sculpture was of athletes, in the depicting of whom he has been characterized as a master of action and of health in bronze and stone. It was a happy choice that Dr. McKenzie was selected to execute the War Memorial, the unveiling of which on Founder's Day was a notable event. The composition has deep feeling, representing the dedication of youth, and the spirit and the tragedy of sacrifice. The unveiling on Founder's Day

was impressive, particularly to those into whose lives the steel of suffering had entered in consequence of the World War. Those who were present can never forget the scene when this noble monument was brought to public view.

PRIZES

The key man prize was continued, two awards being made as follows :

September Award—Edward Edmunds, Class of June, 1932

February Award—David K. Burkhart, Class of January, 1933

Special prizes were presented by various individuals and groups of the Alumni.

Gold watches were presented according to the terms of the will of the late General Louis Wagner to the students of the graduating classes having the highest scholarship averages for their last two years' work :

September Award—Fred G. Hocking

February Award—David K. Burkhart

Prizes awarded by the Girard College Alumni to the three members of the Senior classes for the best original declamations were presented in February :

- | | |
|-----------------------------|---------|
| 1. Fred B. Hoffmire | \$15.00 |
| 2. Charles J. Godfrey | 10.00 |
| 3. William McLaughlin | 5.00 |

Bronze medals were presented by l'Alliance Française to the pupils of the High School showing the greatest proficiency in the study of the French language and literature :

September Award—Harold E. Manley

February Award—William G. Hinkel

The "Early Eighties" prizes, presented in the name of John Humphries were awarded in September for the best descriptive essays of the annual trip of the Senior classes to the coal properties of the Girard Estate in Schuylkill County and in February for the best descriptive essays of the annual trip of the Senior classes to Washington, as follows :

- | September | February |
|-----------------------------|--------------------------------|
| 1. Peter Wambach\$8.00 | Ralph I. Cavalucci\$8.00 |
| 2. Rexford E. Tompkins 5.00 | Herman Partridge ...\$5.00 |

The "Early Eighties" prizes, presented in the name of Herman C. Horn for the best essays on "Thrift" by pupils of the Second High School year, were awarded as follows:

September		February	
1. Joseph A. Dedeo.....	\$6.00	Robert J. Franey	\$6.00
2. James F. Sweeney...	4.00	Fred Fiala	4.00
3. Howard W. Moore..	3.00	Harold J. Farrington....	3.00

The "Early Eighties" prizes, presented in the name of John E. Rodgers for proficiency in drafting or some branch of manual training, were awarded as follows:

September		February	
1. Raymond O. Bell, Electrical Shop.....	\$8.00		
2. Charles E. Johnson, Trade Drafting.....	5.00		
February			
1. Robert L. Morrison, Trade Drafting.....	\$8.00		
2. Russell S. Conser, Carpentry.....	5.00		

The "Early Eighties" prizes, presented in the name of Joseph A. Campbell for proficiency in penmanship, were awarded as follows:

September		February	
1. Wilson Beacham	\$8.00	Gordon W. Pfau.....	\$8.00
2. Bruce L. Allen.....	5.00	Ralph L. Price	5.00

The "Early Eighties" prizes, presented in the name of Henry Kraemer for proficiency in chemistry, were awarded as follows:

September		February	
1. John G. Flannery... ..	\$12.00	George Guattari	\$12.00
2. Leslie S. Spencer... ..	6.00	George E. Downey	6.00

The George S. Windle scholarship aid of \$25.00 contributed by the Girard Club of Wyoming Valley to a former Girard student who is continuing his education, preference being given to a boy coming from the Greater Wilkes-Barre District, was awarded in February to Malcolm McCulloch, class of June, 1928, who is attending State Teachers' College, Stroudsburg, Pa.

The Girard Band Association prizes, awarded to the students showing the greatest advancement in proficiency on the stringed instruments, were presented in February to:

1. Edward N. Brown, Cello.....\$5.00
2. George Brown, Violin\$2.50

The Howard L. Williams prize, awarded to the students of the graduating classes attaining the greatest proficiency in shorthand were presented to:

- | | | |
|---------------------------------------|------|---------|
| September Award—Edward Edmunds..... | .. | \$10.00 |
| February Award—Robert E. Spatzer..... | | 10.00 |

The Frank Honicker prize of \$10.00, awarded to the commercial student attaining the best all-around record in secretarial studies during the Senior year, was presented in February to **John T. Daniels.**

The Art Class prizes, awarded to the students of that class for progress and achievement in drawing and water color painting were presented in February as follows:

1. Fred B. Hoffmire.....Book on Dramatic Art
2. Ira Seaborne.....\$2.00
3. Paul R. Eckard.....2.00

Bronze medals awarded by the American Legion through the Stephen Girard Post, No. 320, to the students of the highest grammar school grade for the best record in scholarship, athletics, and citizenship combined were presented to:

- September Award—Cesare Antoniacci.
February Award—Stephen Niewnsky.

Special prizes were also presented by the College to cadets for meritorious service in the Military Department as follows:

To the Captain of the company excelling in competitive drill, and to the Captain of the company ranking second:

September Awards:

1. Elwood W. Neely, Company C, Saber
2. Raymond O. Bell, Company D, Silver Medal

February Awards :

1. Herbert Nagel, Company C, Saber
2. William McLaughlin, Company D, Silver Medal

A silver medal was awarded each term to the cadet ranking highest in individual drill, and a bronze medal to the cadet ranking second :

September Awards :

1. Charles W. Stapleton, Corporal, Company D
2. Arden D. Callender, Private, Company A

February Awards :

1. Charles Rogalski, Corporal, Company B
2. David H. Morrix, Sergeant, Company A

Photographs of the winning companies were presented to members of those companies.

Prizes presented by the College in February for proficiency in piano music :

1. John R. Brown..... \$5.00
2. Samuel G. Fisher..... 2.50

Prizes presented by the College for proficiency in manual arts :

September Awards :

1. Lewis Vallone, books to the value of..... \$5.00
2. Ray A. Shaffer, books to the value of..... 3.00

February Awards :

1. Antonio L. Corbo, books to the value of \$5.00
2. David R. Schwerdt, books to the value of..... 3.00

Prizes presented by the College in February for the best singing with soprano or alto voice :

1. Horace M. L. Sagner, books to the value of.. \$5.00
2. Karl Edelmayer, books to the value of.. 3.00

DOMESTIC ECONOMY

Girard College, as has been true of domestic consumption in general, has enjoyed during the past year reduced costs of the necessities of life. In general, the scale of prices has been lower than for a dozen or more years, which has contributed to a further reduction in the maintenance cost of the College. This condition of lowered prices happily came when there was a tendency to falling income, and the necessity was presented for curtailing expenditures. Practically no reduction was made in the salaries and wages during 1932, so the savings effected have been due largely to reduction in the cost of commodities. Along with this reduction there has been, however, an effort to simplify and economize, to reduce waste, cut out extras, and avoid expenditures for anything in the nature of luxuries. (See table of expenditures on page 82). The per capita expenditure for the maintenance during 1932 was \$1,004.12, as compared with a similar expenditure of \$1,109.50 in 1931, and of \$1,160.80 in 1930. These figures are well below the charges in several boys' schools.

In Domestic Economy, the saving has been chiefly in the reduced costs of food and clothing, and most largely this has come not from reducing the service, but from lessened prices for the materials which enter into the consumption in the two directions named. The total cost of subsistence for the year was \$233,791.12, as compared with \$267,423.58 expended for the same purpose in 1931. When these two totals are drawn into relationship, there is shown to be a reduction in the cost of subsistence of \$33,632.46, or a percentage reduction of twelve and one-half. The actual reduction, however, is even greater than is indicated by these figures, as the average number of boys was increased in 1932 to 1712, as against an average of 1610 for the preceding year. Reducing the comparison to a per capita basis, it is found that the reduction in the cost for subsistence in the two years is eighteen percent.

Stating the economies in terms of the reduction of the per capita cost, it is found that the per capita for subsistence, calculated on the number of boys only, was \$136.56 for the

DISTRIBUTION OF EXPENDITURES

The total ordinary expenditures in 1932 for the maintenance of Girard College amounted to \$1,719,067.89. The average number of pupils maintained was 1,712, and the cost of maintenance per capita \$1,004.12, as follows :

General Administration	\$56,676.29	\$ 33.11
Retiring Allowances	44,408.64	25.94
Group Insurance	14,267.44	8.33
Admission and Discharge.....	60,789.20	35.51
High School	244,724.45	142.95
Middle School	82,045.10	47.92
Junior School	51,656.35	30.17
Physical Training and Athletics.....	31,455.10	18.37
Library	27,459.17	16.04
Battalion of Cadets.....	10,803.82	6.31
Instrumental Music	22,870.65	13.36
Chorus	4,382.15	2.56
Special Classes	6,217.98	3.63
Professional Improvement of Staff.....	290.29	.17
Post High School Course.....	5,971.87	3.49
Excursions and Field Visits ...	4,866.80	2.84
Entertainments and Lectures	1,165.00	.68
College Home Life ...	223,654.74	130.64
Department of Health... ..	86,083.56	50.28
Food and Dining Room Service.....	415,048.76	242.44
Clothing	146,251.33	85.43
Laundry	75,477.48	44.09
Maintenance of Grounds... ..	38,264.12	22.35
Garage	5,444.31	3.18
Incidentals	2,695.57	1.57
Transportation of Pupils.. ..	6,049.50	3.53
Insurance	37,280.43	21.77
Celebration of Founder's Day.....	5,285.06	3.09
Summer Camp	7,482.73	4.37
	\$1,719,067.89	\$1,004.12

year or \$.4138 per day. If all the officers and help who are entitled to meals are included with the boys in the computation, the per capita cost is reduced to \$112.076, or \$.339 per day. Similar costs for 1931 show that for the boys only the per capita was \$.5033, and with the help and attendants who are given meals at the College included, the per capita per day was \$.41. In both years the calculation is on the basis of eleven months to the year, as in the two summer months approximately one-half of the boys and one-half of the staff are away on vacation.

The above results are all the more gratifying when we take into consideration that the service has been maintained with no appreciable lessening of food or food values. Indeed a list of the purchases and the savings in connection therewith indicate that we have been using more fresh and green vegetables and fresh fruits, with a corresponding decrease of canned vegetables and canned fruits, as compared with the preceding year. Milk and ice cream have also been more plentifully supplied in the past year than in the year preceding.

The excellence of the cuisine in Girard College has been a matter of comment from both the boys and the officers who dine here. The variety in the menu, the attractiveness with which food is prepared, and the methods of catering to the needs of the institution all have been highly creditable to those who are in charge of this work. It is probably too much to hope that the same satisfactory results can be shown in succeeding years without an increase in costs.

The decrease in the expenditure for clothing during 1932 makes a better comparison with the preceding year than is true of subsistence. In the fabrics purchased for the spring of 1933, the average cost per yard was \$1.24. The cost of fabrics for the autumn of 1932 was \$1.34½ per yard; for the spring of 1932, the average was \$1.60¼ per yard, and for the fall of 1931, \$1.71.

The cost of the manufacture of clothing was similarly reduced during the past year, and what was true of suits was

true of shoes, rubbers, raincoats, hats and caps, neckties, stockings, underclothing, shirts, and other items which enter into the boys' clothing. The total cost of clothing during 1931 was \$121,099.69, and the cost for 1932 was \$96,385.17, or a decreased expenditure for this purpose of \$24,714.52. The per capita for 1932 was \$56.299, while the similar expenditure for 1931 was \$75.217. Comparing these two figures, there is a percentage decrease of expenditure for clothing of twenty-four, and this, without curtailing the service, can be accounted for most largely from the decrease in the price of manufacture and of cloth and the other items which enter into the clothing expenditure.

ECONOMY PROGRAM

Nineteen thirty-two will be remembered as a year when financial conditions were unstable. Repeatedly comment has been made by the heads of other schools that of course Girard College was not affected by the depression. To this the answer has always been made that at such a time the more a school has the more it will feel the depression. The Girard Estate has had reduced income all along the line, and repeatedly your honorable body, by direct action and through the appeals of the Chairmen of the Finance Committee of the Board and of the three College committees, has called to the attention of the College administration the necessity of reducing expenditures. A program of economy has been brought very definitely to the administrative officers of the College, and has by their direction been handed on to the employes in every branch of the work, and to the boys themselves, so that we can say that the need for practicing economy has been present throughout the whole year.

By direction of the respective chairmen mentioned above, a survey of the expenditures in the various branches of the work was made, and recommendations were submitted to the Committees looking to possible savings. The most of these were approved, although some suggestions of the College administration were regarded by the Committees as a sacrifice

of desirable educational features which the exigencies of the situation did not make necessary. The economies practiced resulted in there being turned back appreciable balances from the maintenance appropriations for the year. These merged balances aggregate more than \$250,000.

Based upon the experience of the past year, the budget items as submitted for the year to follow have been materially reduced. Combining with the reductions for supplies, the reductions voted in salaries and wages, the appropriations have been reduced for 1933 by nine and one-half percent in the Department of Instruction, a slightly lower percentage in the Household work, and a still lower percentage in Admission and Discharge. The exemption of salaries and wages of \$1200 and less from any reduction gave less opportunity for reducing appropriations in the Household work, and in Admission and Discharge the fixed charges of expense for administration and many added services due to the depression itself, have prevented much lowering of maintenance cost.

The boys are not unmindful of the general situation and have coöperated helpfully in the program of a more careful use of the buildings and furniture, and economizing in food, clothing, books, and other materials supplied by the Board. Two indicative suggestions originated from the boys themselves. One was that the distribution of straw hats to those of the organized classes for the past summer be omitted, and another that the caps to be issued be reduced in number and given out only as they are shown to be absolutely necessary. Both of these recommendations came up from the house committees of the respective houses, and were carried out with the support and good will of the boys. The executives, teachers, household officers and other employes have given a cheerful response to the request for economy. Certain major field trips heretofore taken at considerable expense have been discontinued, and a number of the minor trips have been omitted. The Vice-President very properly makes the observation that the chief value of these efforts in economy is not

alone in the money saved, important as that is, but in the teaching of lessons of thrift and the adaptation of our habits of life to the conditions under which we live.

The officers and employes of Girard College have felt that they are a highly favored class in the community, in that they have had regular employment and that the reduction of salaries and wages was so long deferred. From the contacts which the College has with those in its employ, we are in a position to know that in not a few cases those here have been maintaining their own homes and sharing their incomes with other members of their families, near or remote, who have been less favored through not having employment, or in not receiving regular remuneration. This has further contributed to the influence of Girard College as an agency for social welfare.

While there have been many anxieties growing out of the present situation, the trend has been not without its advantages. Habits of extravagance and needless expenditure are easily formed, and what Girard College has learned out of this depression is what the world in general has been learning, namely, that a simpler and less costly life is quite as wholesome as is a life based upon more artificial and expensive forms of expenditure. The governor of a nearby state made the observation that the depression was teaching us to go without some of the things which our forefathers never had. The philosophical attitude which has been strongly in evidence in Girard College is to accept the situation as it has been presented to us, and to adapt ourselves to the changed conditions with the least impairment of the work.

At no time or in no way has there been observed a feeling of our being better off or more favored than are others. Employes and boys seriously have met the exigencies of the new condition, and in the spirit of helpfulness have sought to adapt themselves to the situation, to work out the problem for the greatest good of those who are living and working here. In this spirit we may find a great deal of satisfaction in the progress

of the year. While most institutions have withdrawn from all consideration of extensions or betterments we had already under contract two major building operations consuming a not inconsiderable amount of material, and employing a goodly number of workers.

Private schools have felt the depression acutely. Numbers in attendance have fallen off, scales of charges have been reduced, and in many cases fees remitted, or payments postponed. The net result of the depression on both private and public schools has threatened educational progress and has served as a source of anxiety to the most thoughtful people engaged in the business of education. Happily, we at Girard College have been spared that anxiety.

It is unfortunate that many public officials and some boards of control regard education as one of the extras which they are more ready to sacrifice than they would be to cut off services which more obviously contribute to direct relief. President Glenn Frank cautions against trying to balance budgets "by cutting the heart out of the only things that make government a creative social agency." Among the list of sacrifices which President Frank enumerated are scientific bureaus, education, libraries, and hospitals, and he well says that to eliminate these or to "starve" them is not economy. To curtail these agencies is to sacrifice the influences which will make for a better society.

The maintenance of a higher order of education is a guarantee for the tomorrow of America. What is needed above all else in the present period is a high standard of education, the giving of ideals of public service, and the placing of emphasis on social conduct. Upon these and these only will depend the holding of the place to which the nation has already advanced, and the advancing from this place to future higher ground. Economy we have practiced and should continue to practice, but any economy which does not result in social progress will in the long run prove not a service but a disservice.

COUNTRY BRANCH

In the President's report for 1910, attention was drawn to the need of instruction in agriculture that Girard College might have a well-rounded educational program. Repeatedly in annual reports for nineteen years various phases of this need were presented, such as the implied requirements of the Girard Will, providing better vacation arrangements for boys who do not leave the College in the summer, and the desirability of furnishing boys with a training which would turn their attention back to farms, and equip those who come from the country, and in the natural course will return to the country, for entering into the life there more sympathetically and successfully.

In 1912, your honorable Board appointed a Committee on the selection of a farm site, and at one time options were secured on a considerable tract of land which would have lent itself admirably to a country establishment for Girard College. The oncoming of the World War, the entering on a building program at the College, and numerous diverting interests turned the thought of the Board aside from these considerations. The later purchase of a tract of 531 acres in the Poconos, as a site for summer camp, answered the vacation needs in part, though not wholly, and with the development of the camp up to the limits of its usefulness we still may feel the ultimate need for the farm project, in order to round out the three-fold vocational needs of boys for commercial life, for industry, and for agriculture. This last provision seems never to have been adequately met in the Girard program. Forty years ago the then President of Girard College urged this need in an annual report in the following statement: "Some better way of spending the summer vacation should be devised. There is not enough change coming with it. Boys are kept here during the months of July and August without anything to do but play and read. Their life, during these two months, is one of enforced idleness. It is very much like a workman taking a holiday in his shop, or the merchant spending his

vacation in his counting-room or on the street. The recreation comes with a change, a getting away. Mere cessation of work can hardly be called rest. If we could do anything in the way of sending some of them to the country each year, where they could see new sights, and have a change of occupation for their minds and hands, it would be a great benefit, not only physically, but also mentally and morally. Those of us who are living in the institution, see how circumscribed is the life of the boy here, and how very narrow is his range of observation and experience in the affairs of the outside world.

"This is a problem that presents itself to my mind more forcibly each year, and I am convinced that it must be solved either by us or by our successors."

The following short extract from the *Girard College Record* (August, 1891) is significant and valuable, as being an alumni view: "We firmly believe that the boys should be employed during these months (July and August),—not with lessons from books, but at employment which is recreative. Not an occupation wholly confined to the play-ground, nor one which will make the boy less ready to renew his studies, but an occupation that will enable him to do more for himself and become more familiar with the material from which he derives his life. We believe that he ought to be taught to handle hoe and shovel; to drive and take care of a horse; to catch fish; to pick fruit from the shrubs and trees; to mend his clothes and prepare his own meals; in short, to do everything during these summer months which is likely to prove beneficial to him in his life work."

Repeatedly observers on the operations of Girard College raise the question as to what we are doing in training boys for agriculture. Nearly or quite fifty percent of the boys being received into Girard College in recent years come from outside the City and County of Philadelphia,—and a considerable proportion of these are from rural districts, or small town communities in which the interest is primarily agricultural. We may well ask the question whether the Girard College of the

future should not include an agricultural branch. With such a branch the services of the institution would be materially increased, the number of boys maintained by the College could be largely augmented, and the institution would render a better account of its fulfilment of the Founder's commission. The President of the College therefore renews once again for the consideration of the Board his earlier recommendations that a substantial tract, suited for agricultural purposes, be acquired in eastern Pennsylvania and preferably not more than thirty miles from Philadelphia, on which ultimately may be provided improved vacation arrangements, and an agricultural branch of Girard College.

ADMISSION AND DISCHARGE

Increasingly the work of Admission and Discharge at Girard College is becoming a socializing agency. The confidences in this department, built over the years, have made friends for the College among those identified with other social groups, with the mothers of boys received, and, most important of all, with the boys who are being and have been served. In such a year as that through which we have just passed, this department is dealing with the hard facts of life. Attenuated sentimentalism, called in the language of the street "sob stuff," would not go far in meeting the daily exigencies of this work. In the best sense of the word, Girard College through the Department of Admission and Discharge has, in many ways, served as guide and counselor, friend and helper.

Repeatedly we are asked as to the effect of the depression on the work of the College. The common belief is that the number of applicants in this period must be greatly increased, but curiously such does not seem to be the case. During the calendar year 1932 the number of new applicants registered was 616. This falling off of admission applications is difficult to explain. The Superintendent has a feeling that a more general distribution of public and private relief funds throughout Pennsylvania has afforded a means of holding families together. With increased numbers in the College, a

closer sifting of applicants for admission, and this decreased registration, the list of applicants has been considerably reduced, and the length of time which a boy's name stands on the waiting list has had a corresponding shortening. Going back ten years, at the end of 1923 there were on the waiting list 721 names; a year later, there were 644; in 1926 the number had fallen to 507; in 1929, the number on the waiting list was 624; in 1930, it was 663; in 1931, 488; and in 1932, 491.

In 1929 the total number of boys examined for admission was 275, of which number 61.8 percent were received. In 1930 the percentage of those received to those examined had fallen to 52.8; in 1931, the percentage of those received to those examined had further fallen to 50.8, and in 1932, this percentage was 50.9.

As pointed out in a late report, the increasing number of failures in recent years is accounted for in part by the re-registering of boys who have been examined, for a second and even for a third examination. The lessening of time which names stand on the waiting list has made it possible for boys' names to be reached two and three times, and some boys who are born in the old City of Philadelphia may be reached more than three times before they become ineligible through having reached their tenth birthdays. The task of re-examining boys repeatedly adds to the burdens of the Department and the examiners, but it is found that a few of these boys are able to qualify at a later examination, and the Committee on Admission and Discharge has approved of giving every opportunity to meet the requirements.

The classification of pupils admitted during 1932 is shown by the accompanying table:

PUPILS ADMITTED DURING 1932

MEDICAL		ANTHROPOMETRIC	
Good	75	Above Standard	14
Normal	93	Above in Height	1
Fair	4	Above in Weight	1
		Unsatisfactory	11
OPTICAL		AGE AT ENTRANCE	
Good	0	6 -6½	1
Normal	171	6½-7	20
Fair	1	7 -7½	31
		7½-8	21
PSYCHOLOGICAL		8 -8½	11
Excellent	32	8½-9	21
Good	68	9 -9½	24
Average	69	9½-10	20
Unsatisfactory	3		
SCHOOL		CLASSIFICATION	
		Above grade	11
Excellent	1	On grade and less than one	
Good	26	year retarded	121
Average	130	More than one but less than	
Unsatisfactory	15	two years retarded	32
		Below normal by Formboard ..	6

The Superintendent raises the question whether a wider distribution of the admission examinations might not give a more satisfactory means of determining the eligibility of candidates. In 1930, 348 boys were examined for admission; in 1932, 338 were so examined. The admission examinations are usually conducted for four days in both early February and early September, thus making eight examination days. This means, on the basis of recent normal figures for the examination, that about forty-five boys are examined each day. This process, it is quite clear, must be somewhat mechanized. The Superintendent wishes consideration given to a change in method by which a fewer number of boys would be summoned daily over longer periods, and the psychological and school examinations given much more thoroughly than is possible by the present procedure. This is a suggestion which merits

consideration, and all the more so from the added help which a more careful evaluation of the abilities of boys when they are admitted would be to the school and household departments, in dealing with them during the years of their residence. We are brought face to face with the facts that an appreciable number of boys who qualify for admission by the examinations given at present are not able to meet the reasonable requirements of the schools as they go forward in the College.

The most troublesome problem with which Admission and Discharge has been confronted during the past year has been the placement of boys who are leaving the College by graduation or because of lack of profit from longer continuance here. In all, 169 boys were sent out during 1932. Of these, 124, or approximately 73 percent, went by ways indicating that they had taken the maximum opportunities which the College gave them. A total of 17 boys, or 10 percent, have been dismissed because of their failure in scholarship or their lack of interest. While the percentage of boys who took the maximum of advantage in their opportunities is greater in the past year than it has been for several years preceding, we all properly feel that this percentage is still too low. A more careful selection of those to be admitted would no doubt make it possible to carry a larger number of these boys to a successful completion of the requirements of the institution.

Closely related to the perplexing problems of placement has been the need for service to a large number of former graduates who have been set adrift due to the curtailment of industrial and commercial activities. The acute conditions presented by alumni being left without employment, oftentimes with families dependent upon them, and with obligations incurred in the purchase of their homes and other commitments, have been little short of tragic. Generally the alumni come back to the College when they are in need of counsel, friendship, and aid. No work of Admission and Discharge during the past year has been more valuable than that of bucking up the morale of men who were in danger of losing courage in a time of crisis.

Classes recently graduated have also presented a problem. The Superintendent has circulated a large number of post cards to business houses in Philadelphia soliciting opportunities for employment. Twice over during the year this circularizing of some 25,000 business houses in and around Philadelphia has gone forward. Post cards have been printed in our Print Shop, and the mailing has been done largely by some of the boys seeking positions so that the only cost has been the moderate one of the cards themselves. Some results have been secured from these wholesale solicitations. It is the belief of the Superintendent that the drawing of Girard College and its product to the attention of the business community will net a larger return with the revival of business.

Speaking generally, the morale of the graduates of the College, particularly of those graduating in recent years, has been commendable. Not a few boys have been willing to come back and to serve in offices here without pay simply to get experience and to save themselves from the depressing effects of having nothing to do and worrying over this condition. More than one instance has come to notice of capable, fine-spirited fellows who have come back faithfully day after day for months, and worked with no other compensation than the fun of working and their mid-day dinner. In all of this, they have kept optimistic and have awaited their opportunity, not in fretful idleness, but in useful preparation so that when at last their opportunity comes they will be better prepared to turn it to good account.

ALUMNI

Alumni institutes and return visits of graduates are becoming increasingly popular in schools and colleges. Some of these are for a series of days, and they seek to expose the alumni once again to the educational methods of the institution. The interest of Girard alumni in their Alma Mater is real, and experience shows that it tends to grow closer and more intimate as the years pass. These alumni covet opportunities to keep in contact with the College. Annual meetings,

rallies, and numerous other gatherings of alumni groups are held at the institution, in addition to which the College extends its influence to alumni by sending representatives to meet with the various local associations in New York and several parts of Pennsylvania.

The Girard Band Association has rallied those who were in the Band when students, and held meetings on the afternoon of Founder's Day and later, which were attended by goodly numbers. The devoted leadership which that Association has had from its President, Walter A. Staub, and the Director of Instrumental Music in the College, has made it a useful association.

The President of the General Alumni Association delivered the Alumni Founder's Day address. Dr. R. Tait McKenzie also spoke at the Founder's Day exercises, interpreting his War Memorial Statue. The alumnus coming from the greatest distance was recognized at the exercises, as were those who returned to celebrate the sixtieth anniversary of their graduation. After the celebration this year, numerous messages came back from those who had been in attendance. Such expressions as that the last Founder's Day was the best of many which graduates of fifty years have attended were a source of gratification.

Captain William T. Miller, a member of the first hundred boys admitted into the College, and David C. Mouat, who left in June, 1859, passed away during 1932. Both of these men were above ninety years of age, and with their passing the last link between those having to do with the founding of the College and the present was severed. Henceforth we deal with the early period as a historic fact, and not as a recollection.

Another early alumnus who had a deep interest in the College, and, best of all, who evidenced this interest in a substantial way, was similarly taken from us by death during 1932. Harry Brocklehurst was admitted into Girard College in February, 1864, and graduated in June, 1871. He had been

successful in business, and accumulated a substantial fortune. In 1926 Mr. Brocklehurst established a trust fund under the supervision of the Board of Directors of City Trusts, the income or the principal of which may be used by the Board for services to Girard College graduates. The terms of the Girard Will are such that funds of the Girard Estate cannot be used for boys after their indentures have been cancelled and they have been discharged from Girard College. Mr. Brocklehurst's gift supplements the benefits of the Stephen Girard bequest by making available a fund to help alumni who are in need. The wide latitude of the terms of this gift enables the Board to use it for alumni for any purpose whatsoever which it may deem wise. One of the pressing needs for the Brocklehurst fund is for scholarship aid to Girard graduates who wish to continue their education. An earlier action of the Board established the Lawrence Todd gift as a scholarship fund to help worthy Girard boys to better their preparation for life. The Brocklehurst fund has become in part a supplementary grant for scholarships.

The number of Girard graduates seeking higher education increases steadily. During the past year we have had approximately eighty recent graduates in attendance on day courses of colleges and universities, and a larger number are in attendance on various forms of night schools—vocational and otherwise. Alumni gifts for scholarships and a limited number of endowed scholarships have supplemented the two larger funds mentioned above. The need for scholarship support is greater than ever before, and the administration of the College would welcome the endowment of additional scholarships to go on in perpetuity, as it welcomes smaller gifts which are needed to supplement the various endowed arrangements. In this matter the principle "give while you live" seems peculiarly applicable, and we may say of such gifts that he who gives promptly renders a largely needed service.

The Department of Admission and Discharge has kept up an active contact with the boys who have left Girard College

during the past five years. Reports have been received from 514 recent graduates, indicating that of this number 326 were employed at the time the reports were made, and that 188 of these graduates were unemployed. Many of those out of employment have had satisfactory records up to the time of their having been laid off. The Department has in an advisory and coöperative way served as a relief intermediary to many worthy men who were in need of being tided over a time of crisis. One encouraging aspect of this situation is the fine spirit which the graduates have shown, and the high morale which they have maintained in the trying days of the past year.

The rule that a college is no better than its alumni may well be applied to Girard in relation to the group of men who represent it. Girard College points with pride to the honorable record of its alumni, and confidently expects those who go out from the institution to represent their Alma Mater creditably.

CONCLUSION

In no year of the present administration of Girard College has the need for the College been so great as in 1932. In no year of the twenty-three which it has been the privilege of the present President to review has the College faced the responsibilities resting upon it more resolutely, or seemingly given a better account of itself in dealing with the exigencies presented. We feel not only that the immediate requirements have been creditably met, but that the policies being worked out are part of a plan which will render a larger service in the years that lie ahead. The accomplishments of one year or of one generation are relatively small compared with the wider sweep of an institution's life. To visit an historic foundation such as Winchester, Eton, Harrow, or Rugby in England, or Harvard or William and Mary in America, and to feel that the activities now being carried on are the inheritance of centuries of faithful work, gives one a new vision of the cumulative effect of educational tradition. Buildings may be erected

and educational programs worked out to serve immediate needs, but if these buildings and programs are well made, they project themselves, and make their contribution to the generations which follow. The work of a given year should have due regard for the historic tradition which exists in every school; but even more important, present activities should look to the immediate and the more distant future.

Certain misconceptions both as to the aims of the Founder and the way in which his bequest is being carried out still persist. A student of philanthropy made the observation during 1932 that more misinformation about Girard College has been spread abroad than about any other philanthropic endeavor. Nevertheless from our own community, from distant states, and even from across the sea have come during the past year renewed expressions of interest in Girard College and of appreciation for what it has done and is doing. From a State in the Middle West was received the personal recital of one who had been reared in western Pennsylvania, and who knew in general, in his early life, of Stephen Girard's philanthropy, and who suggested to one having philanthropic inclinations a visit to Girard College quite twenty years ago. This visit inspired the establishment of a foundation institution at Independence, Missouri. Like reports from time to time indicate that a good deed goes on for all time suggesting other good deeds to yet other men.

The needs of the past year have made their appeal to those in the College, and from the Girard bequest there have gone unknown and unnumbered services which make the past year notable as one of philanthropy. To have lived through this year and had a part in this work has been a privilege. More broadly, the activities of the Girard Estate and of the Board of Directors of City Trusts are coming to be recognized in our community, the State of Pennsylvania, the country at large, and even to the ends of the earth. Comments on this work have come from New Zealand, the Far East, Europe, and all parts of America. The Architects Club

of Chicago, which has been reclaiming what was termed "a blighted area" of that City, turned to the example of the Board of Directors of City Trusts for guidance in the housing program and other activities in which it has been engaged. A representative of the Committee on the Blighted Area Housing of Chicago, after an investigation remarked, "A magnificent conception of the Founder, carried out with fidelity and great skill by Trustees, Directors, and others in their employ." We may indeed be gratified that those promoting community projects elsewhere have found a helpful suggestion in the work of the Board of Directors of City Trusts.

The final judgment in the evaluation of the work of the Board will be that its greatness lies not in the millions of dollars which may be accumulated in the Girard Estate—not in the buildings erected, nor in the physical improvements introduced. America's greatest philosopher-essayist has said, "the best test of a country's civilization is not its census, nor the size of the cities, nor its crops, but in the kind of men it brings forth," which may be accepted as a standard by which to be judged. To meet Girard alumni who are fifty, twenty-five, or ten years out of the College, and take knowledge of the kind of men they are and the contribution they are making, is a tonic for those who are now in the work. A graduate of twenty-five years ago wrote back his impressions of his classmates as he met them during the celebration of their twenty-fifth anniversary of graduation. Some of the group he had not seen in twenty-five years, and he was impressed by the polish and general intelligence which marked the men. In this relatively small class were representatives of almost all walks of life, two members having become ministers of the Gospel. As one meets such alumni groups and realizes what the men are, he may well question what they would have been without the beneficent service which Girard College has rendered. The College and its plan conform to the life lesson of Confucius: "Give instruction to those who cannot procure it for themselves."

It seems scarcely proper to close an annual report without some reference to the many letters of grateful appreciation which come from the mothers of boys who have been sent out during the year. One mother out of the fulness of her heart wrote: "I have often wondered, if Stephen Girard had never founded the wonderful Institute for fatherless boys, what would have become of all that had the privilege of being raised there. I know it would have been a different world for them. The mothers of these boys thank God for men like Stephen Girard." In such expressions do we find the greatest satisfaction from the work at Girard College.

An annual report brings its greatest compensation to the one who writes it. To review and attempt an evaluation of the activities of the College for a year affords a new baptism of enthusiasm and a fresh start on the road lying ahead. One could not serve in Girard College without feeling that the lives of others are entering into his life, and that in some poor way he is privileged to enter into the lives of others. For the constant good will and sympathetic interest of the Board of Directors, for the friendship and coöperative help of his associates in the work, and particularly for the enthusiasm and wholesome response of this great family of boys, the President once again records his heartfelt thanks. In a sense, every year is a little life, and in the providence of God it is our privilege to live these years and work with Him in service to His children. Nothing else can compare with this privilege—a fact to which we ought never allow anything to blind our eyes. We record once again our gratitude for "the glory of going on."

Respectfully submitted,

CHEESMAN A. HERRICK

President.